DOCUMENT RESUME

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TITLE Idea Book for Career Education: Grades 2-3.
INSTITUTION Weatherford Independent School District, Tex.
NOTE 158p.; For related documents, see CE 004 398 and CE 004 400

EDRS PRICE MF-$0.76 HC-$8.24 Plus Postage
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IDENTIFIERS *World of Work

ABSTRACT

The heavily illustrated handbook provides a collection of informally organized career education instructional materials for grades two and three. Some of the topics stressed include: self-concept, nutrition, measurement, weather, how clothes are made, money management, career awareness, community helpers, our environment, dinosaurs, and insects. The instructional materials are varied and include worksheets, learning activities, games, experiments, transparency masters, and teaching outlines. (BP)

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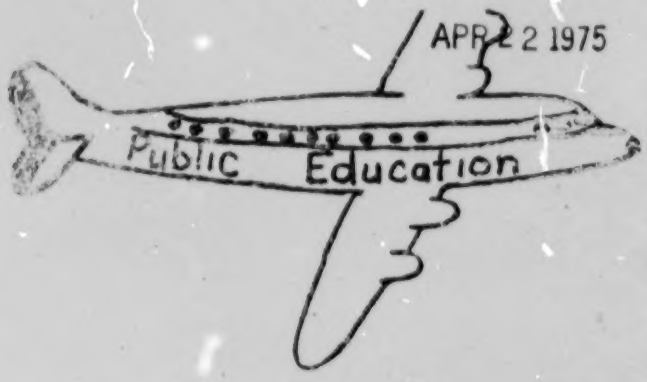
2-3

Idea Book for Career Education



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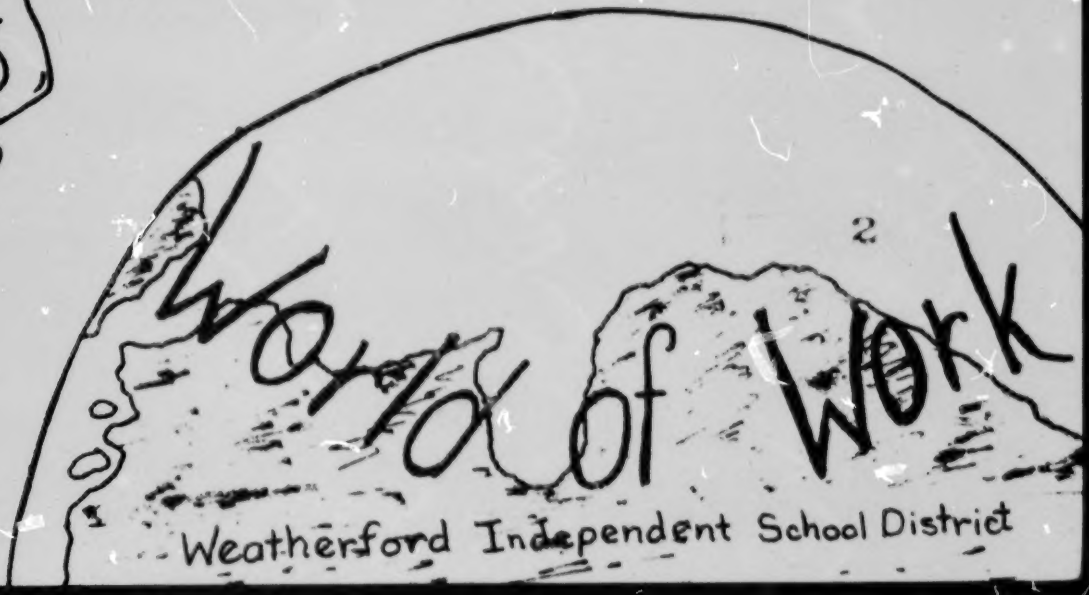


Weatherford Independent School District

CE004399

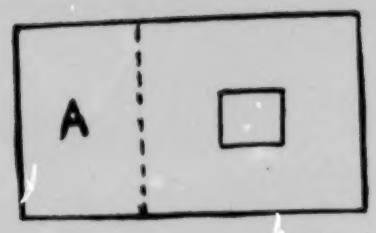
HOLD THAT POSE!

Play Camera:

Find or make an oblong box about six inches long. Paint the box or cover on all sides with paper. In the center of one end of the box, cut a one inch hole. This is your lens.

Next trace the a and b patterns below, and cut out of heavy paper. Paste them at the top of the box for view finders, the wide window at the lens end.

Put a rubber band around camera about an inch from the end you look into. Snap the rubber band to take pictures. To make real pictures come out of your camera, cut a narrow slot on each side of the box. Cut pictures from magazines and paste them on thin cards. Slip these into slots and after snapping, pull thru.



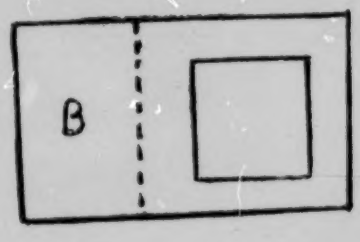
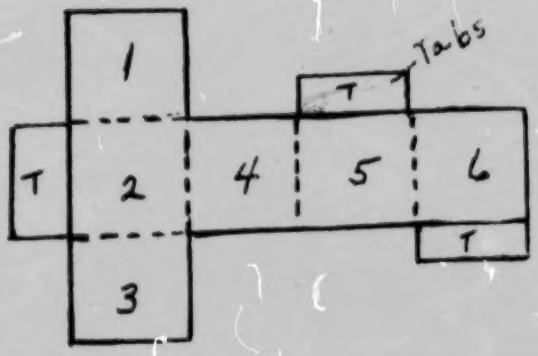
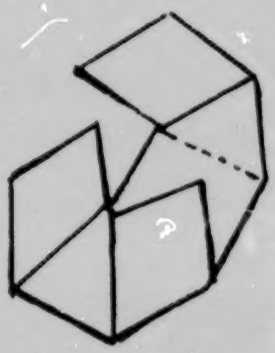


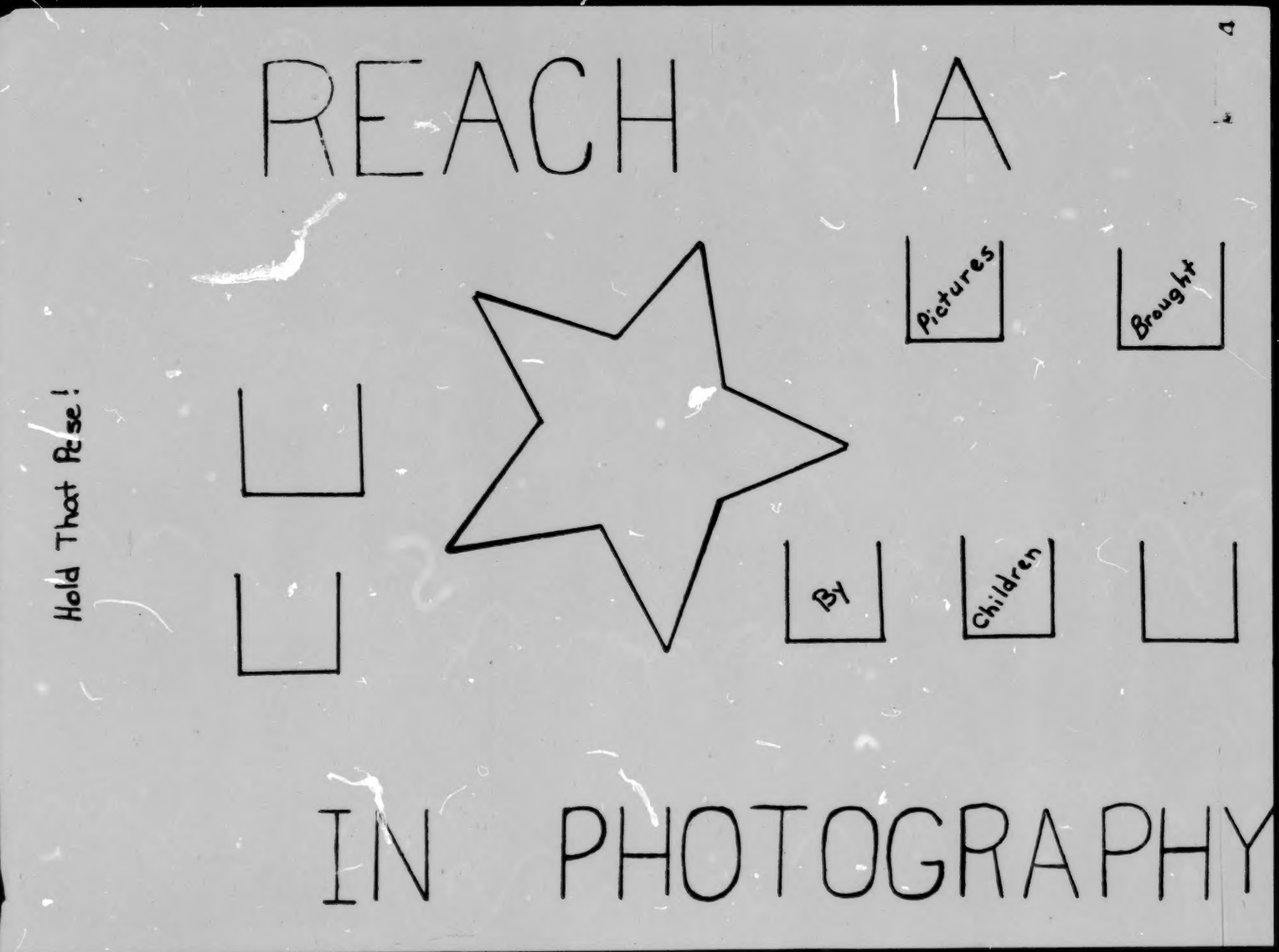
Photo Cube:

Glue photos arcund five sides of a square box.
To make a square box use heavy paper and note illustrations.
The box has six square regions to it.
These may be made and used later for the students school pictures.

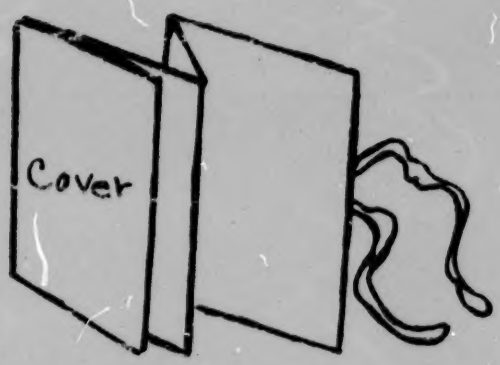




Fold 1 and 3 up.
Fold 4-5-6 up and over.


REACH A
Pictures
Brought
By
Children
IN PHOTOGRAPHY
Hold That Pose!

Accordian-folded booklet:
To make this booklet, fold a large sheet of paper into wide accordian folds. Use each fold as a seperate page, using the first one as a cover. Fasten a ribbon or fancy string to the back fold so that the ends can be brought across the cover and tied.



.....Cover: Give the book a name (A Study of the Library) or let each child name their own.

.....Inside pages: Include poems, pictures they draw, stories, reports, rhymes, etc. about what they learned about the Library and the Librarian.

"Quiet, Please!"

Books

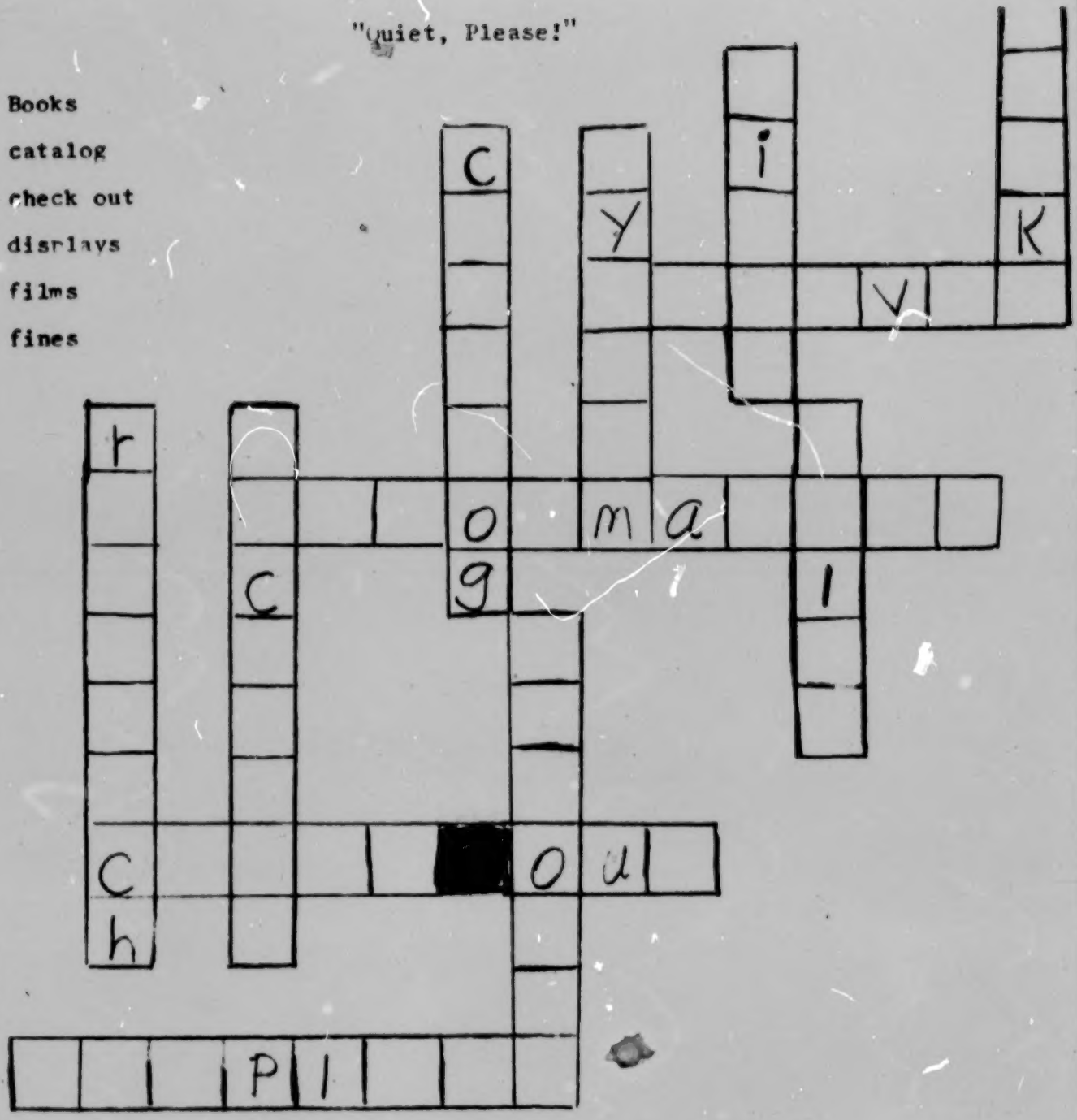
catalog

check out

displays

films

fines



information

pictures

records

research

shelves

system

QUIET, PLEASE!

Suggested rhymes:

"Quiet, please!" is the rule
In the Library at our _____.

Our Library is spic and span
Keep it that way? Yes we_____.

The Librarian greets us with a "Hi"
And then always says_____.

If you play the Library game
_____ _____ is our Librarian's name.

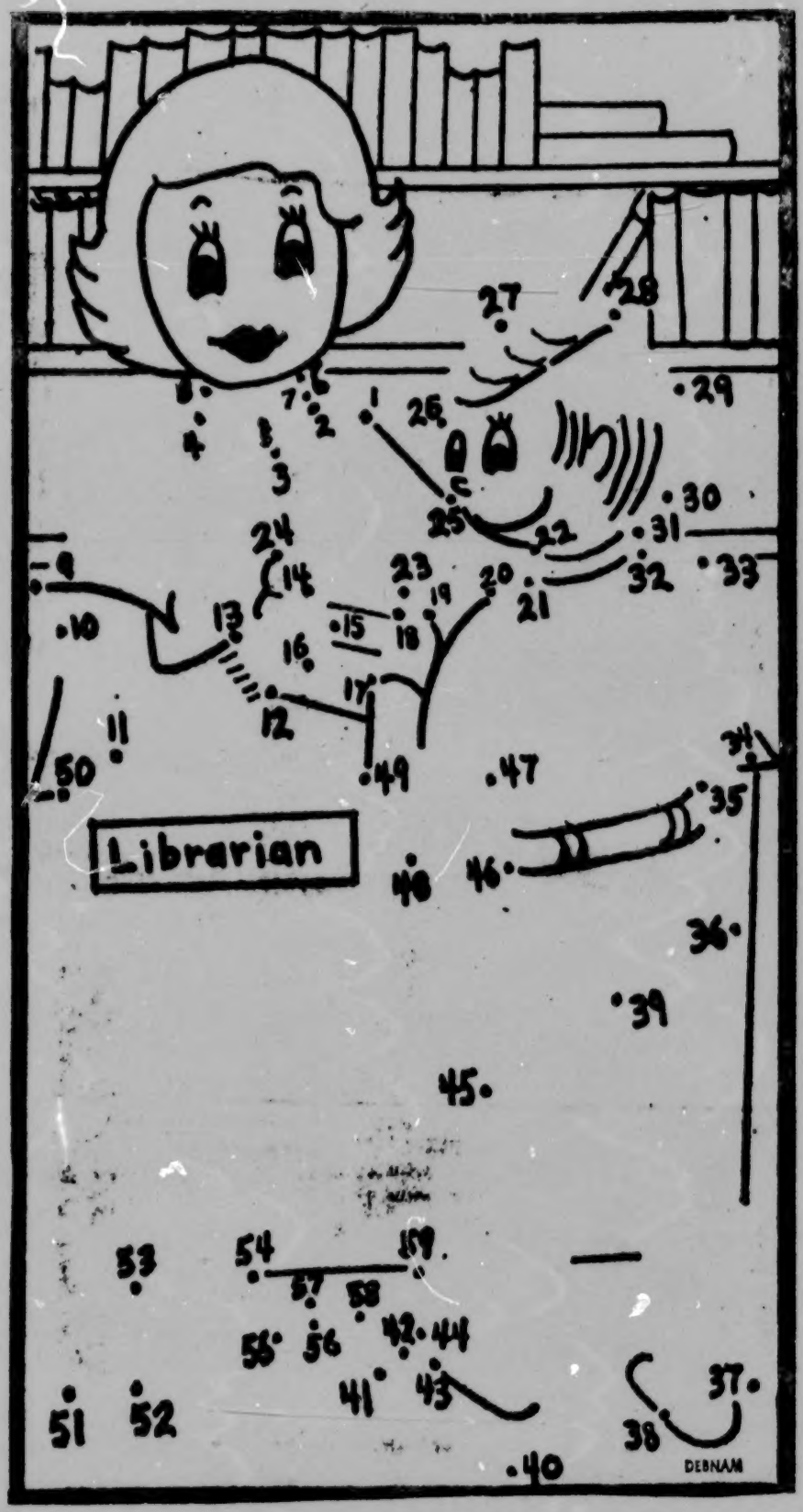
In the Library I always look
For my favorite Library_____.

Library manners are a thing
We should never, ever _____.

A place is kept for every book
If it's not there, it's been_____.

If you like to read about snakes
or about cakes
Just look around to see
Where a book like that could_____.

QUIET, PLEASE



ANCHORS AWAY!

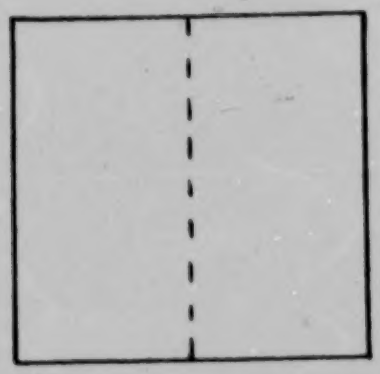
BOATS

The steamboat is a slow poke,
   You simply cannot rush him.
The sailboat will not move at all
   Without a wind to push him;

But the speed boat, with his sharp red nose,
   Is quite a different kind;
He tosses high the spray, and leaves
   The other boats behind.

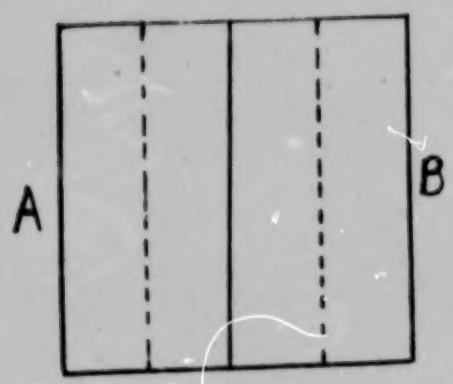
Rowena Bastin Bennett

Origami- Paper Boat

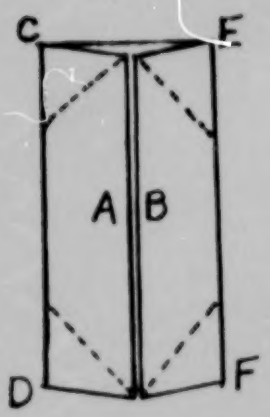


Fold a square in half and crease.

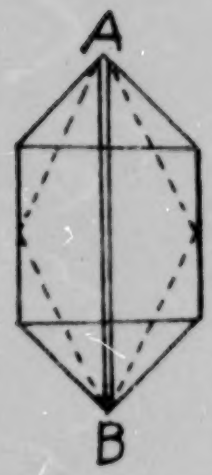
Unfold.



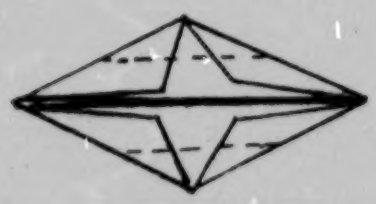
Bring lines A and B to center fold and crease.



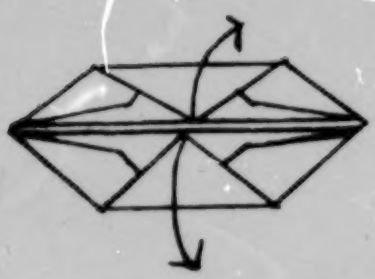
Folded on diagonal dotted lines, bringing points C, D, E and F to the center line and crease.



Fold on dotted lines.



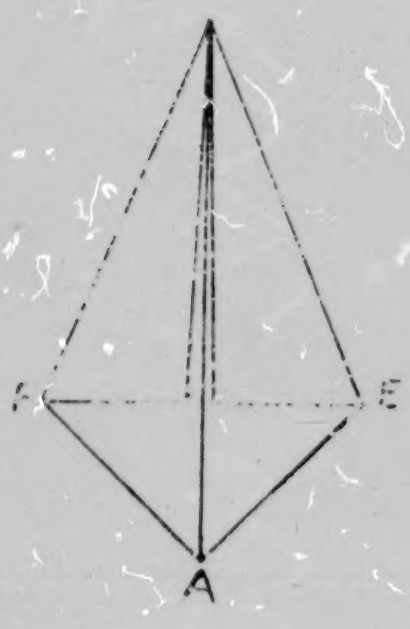
Fold again on dotted lines.

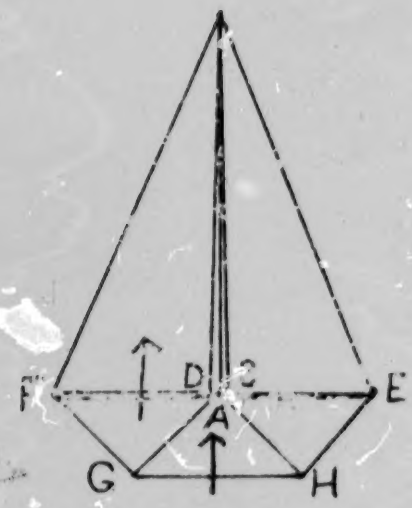


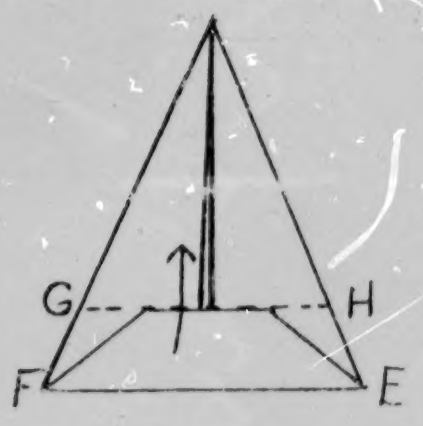
Turn boat inside out, holding folds carefully to prevent tearing.

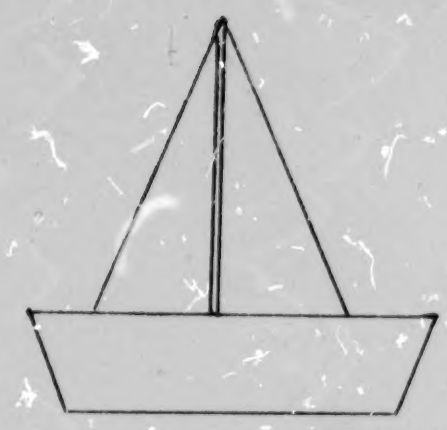
Finished boat.

Sail Boat



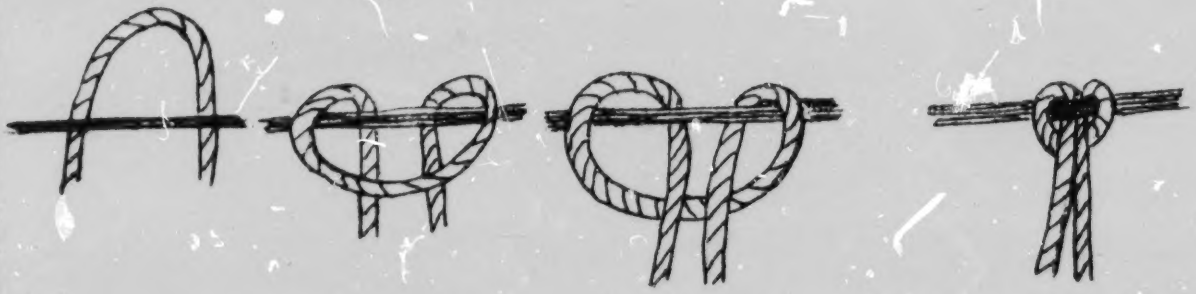




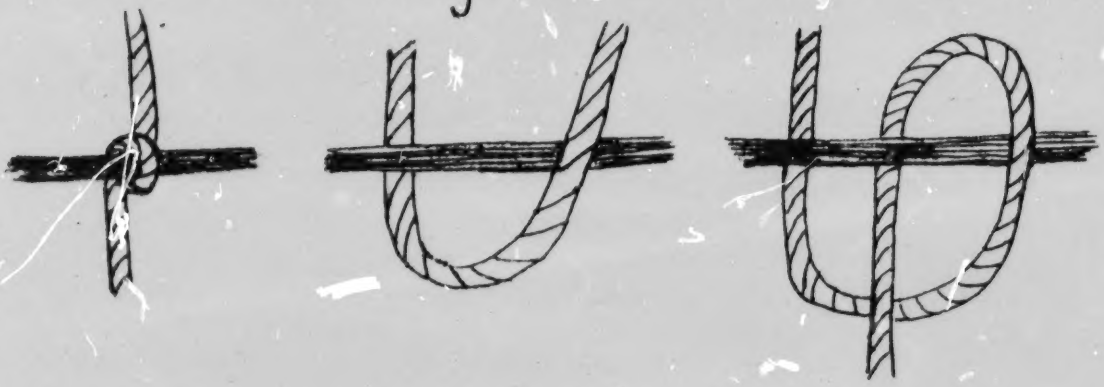


Anchors Away!

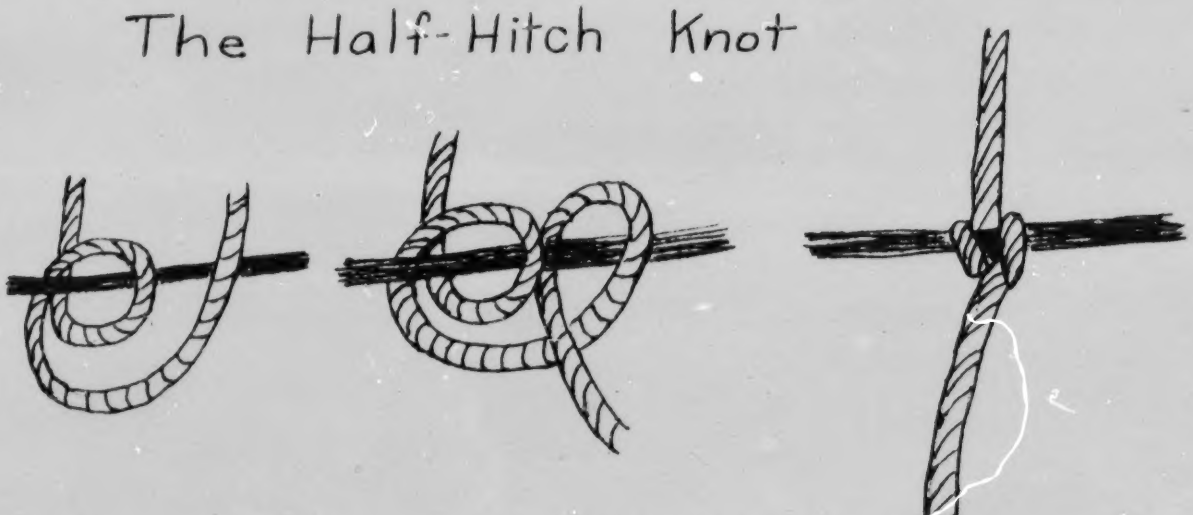
Basic Macramie Knots



Mounting the Cords



The Half-Hitch Knot



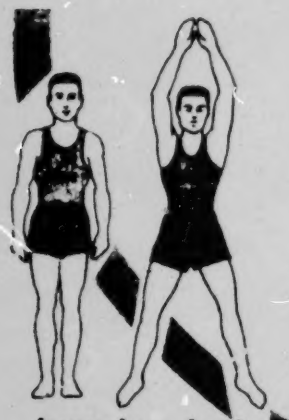
The Double Half Hitch

The Half Knot

The Square Knot

Anchors Away!

Physical fitness



Jumping Jack
Time: 40 sec.
Execute: 40-50

Toe-touch
Time: 40 sec.
Execute: 32-38

We can't all set records. But all of us can compete. Against ourselves, other individuals, or on a team—good physical condition can make the difference between winning or losing. And, achieving good physical condition can be fun!

Here are a few exercises performed daily by Midshipmen at the U. S. Naval Academy, Annapolis, Maryland. These calisthenics are designed primarily to loosen your muscles and establish good muscle tone.

Performed daily and in moderation, calisthenics are good for practically everybody. Those whose condition would be aggravated by light-to-moderate physical activity should not start a program of physical fitness without first asking their physician.

Mountain Climb
Time: 35 sec.
Execute: 5[illegible]

Sit-up
Time: 35 sec.
Execute: 17-22

V-Tuck
Time: 25 sec.
Execute: 26-30

Go Navy

Leg-raise
Time: 40 sec. (each)
Execute: 35-45 (each)

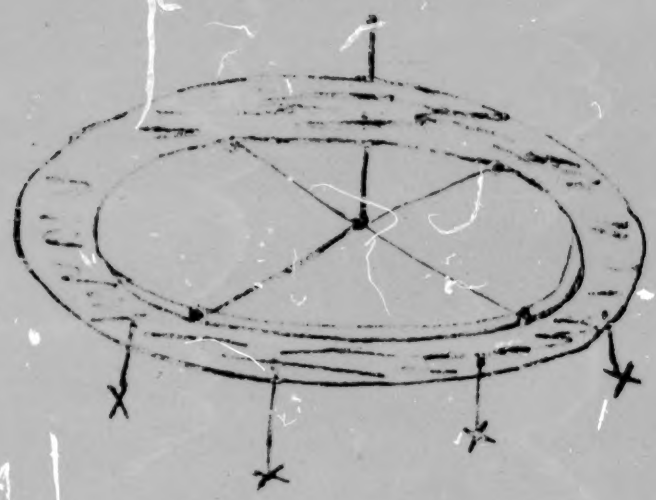
Push-ups
Time: 15 sec.
Execute: 13-15

Run-in-place
Time: 2 mins.
Execute: nominal

Low Back
Time: 30 sec.
Execute: 20-24

Anchors Away!

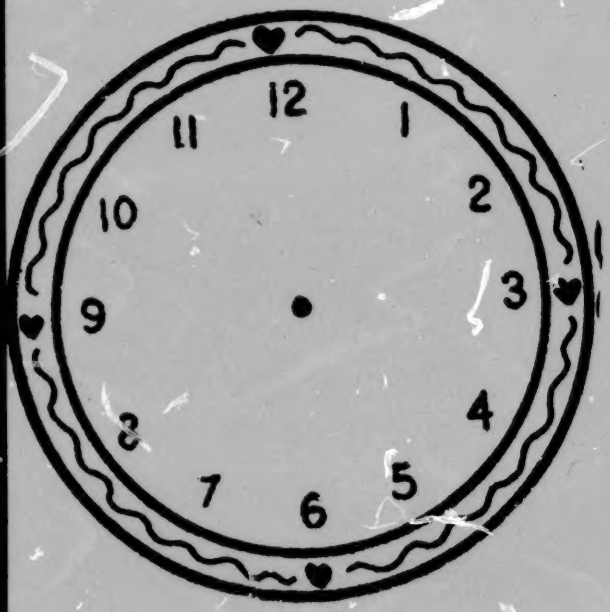
TRUCK MOBILE:



.. Dots are the string that will hang the mobile.

.. The circle is decorated cardboard.

.. The children will cut trucks of construction paper to hang around the ring.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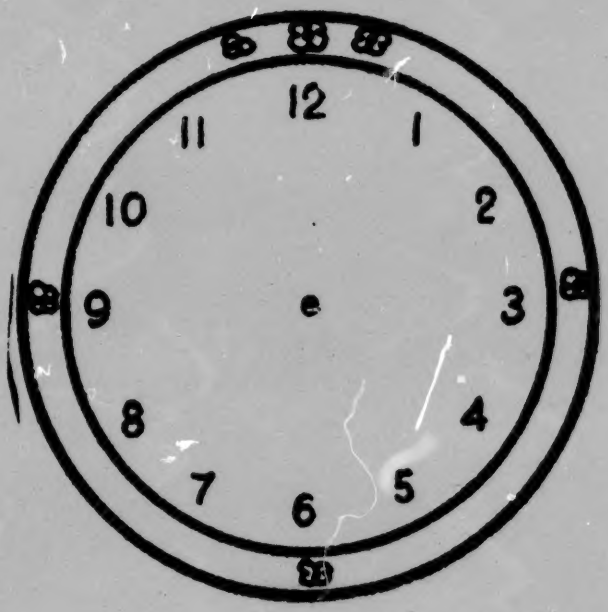
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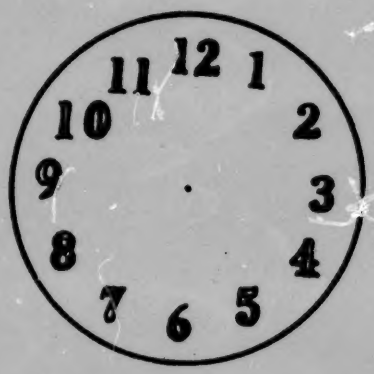
12 1 2 3 4 5 6 7 8 9 10 11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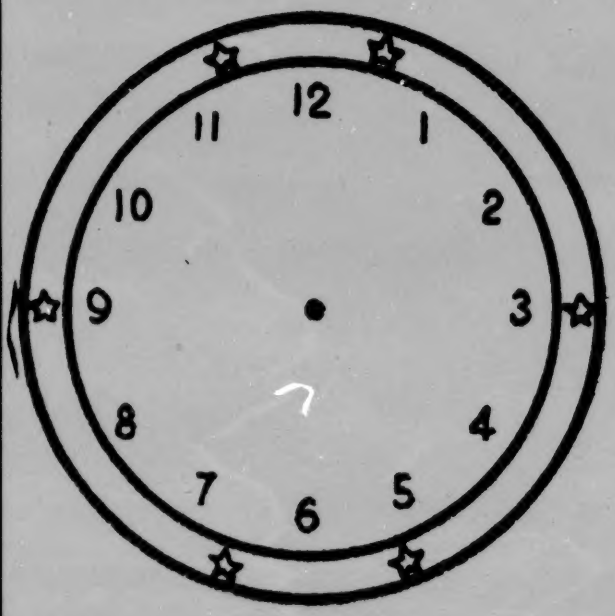
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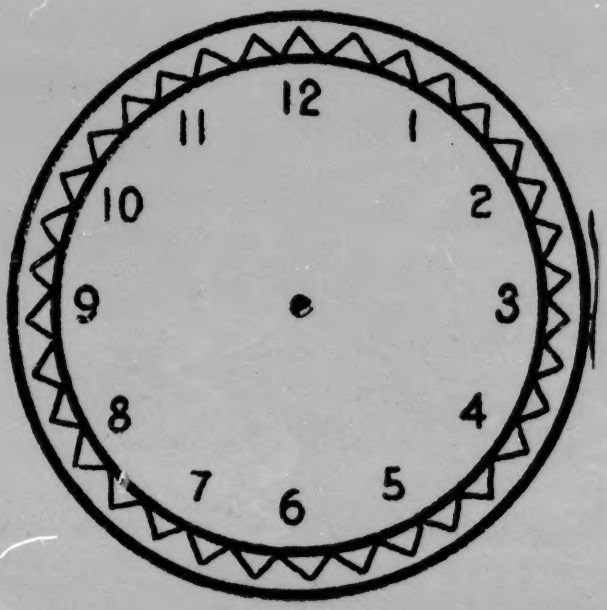
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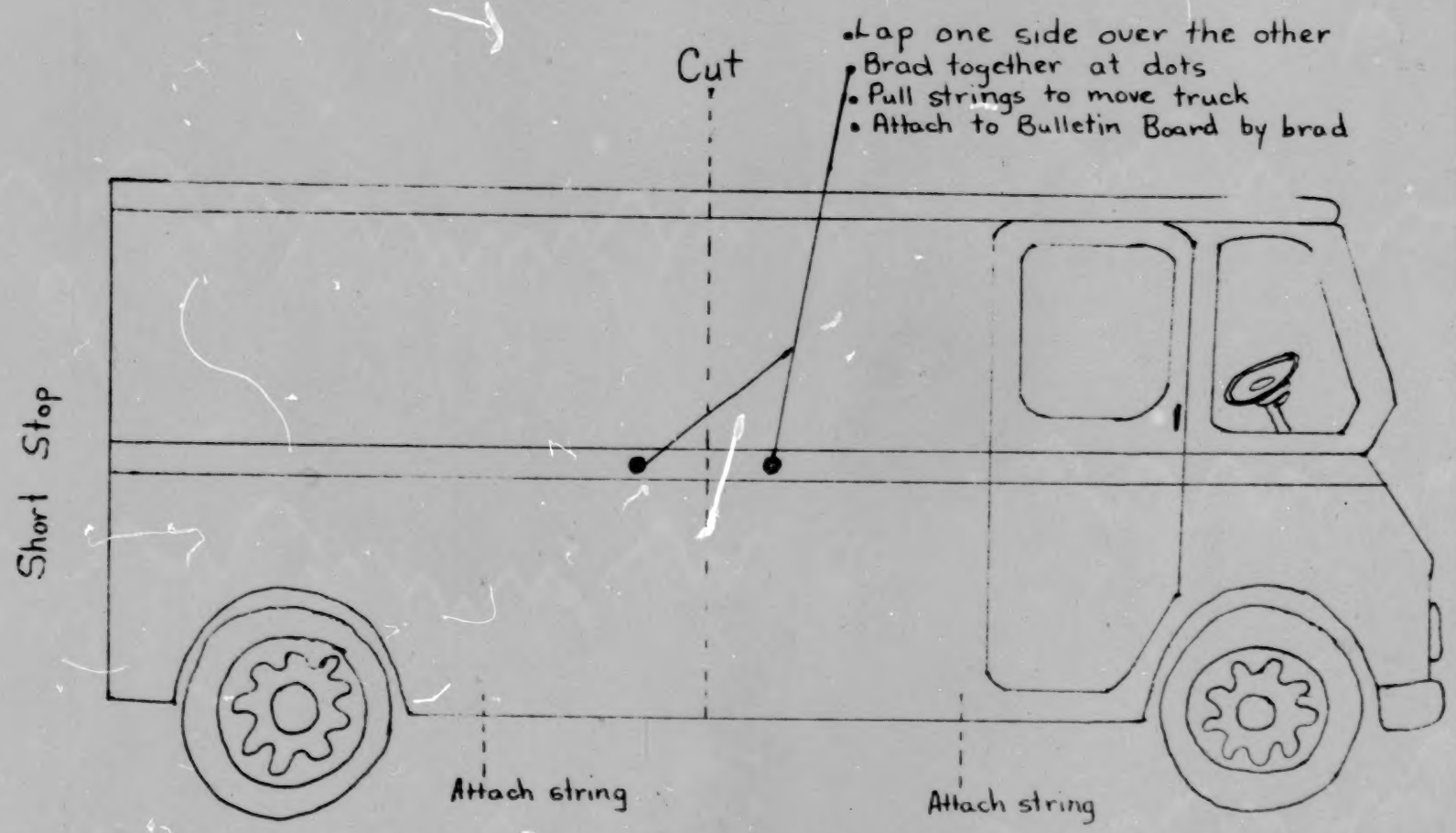


• Delivery Truck Driver: A child will go to the board.
As the strings are pulled, the child will tell what is being delivered.
The class will guess who the delivery person is.

CAREFUL! WET PAINT

What a Painter Should be Like

1. Be able to stand for long periods, climb, bend and work with arms overhead.
2. Have a good sense of balance and no fear of height.
3. Have no allergies to paint or paint fumes.
4. Not be color blind.
5. Be able to follow instructions.
6. Enjoy working with their hands, and use them well.
7. Be on time to work every day.
8. Work steadily to be able to finish.
9. Be able to work hard.
10. Be careful and neat when working.
11. Be able to get along with people.
12. Be able to take orders and follow directions.
13. Be able to obey safety rules.
14. Take pride in their work.
15. Have a good memory.

CAREFUL! WET PAINT

Getting to Know Myself

Do I like to...

...play many games and take part in physical fitness activites. Yes No

...ride a bicycle. Yes No

...look down to the ground from tall buildings and high ladders. Yes No

...work both indoors and outdoors. Yes No

...work closely with other people on projects. Yes No

...be on time when I go somewhere. Yes No

...take pride in doing my work well. Yes No

...mix paints and colors in art lessons. Yes No

Am I learning...

...to use my hands well in many kinds of work. Yes No

...to save my money. Yes No

...to keep my mind on my work for long periods of time. Yes No

...that I do not have allergies to paint or paint fumes. Yes No

...to follow instructions. Yes No

...to obey safety rules at play and work. Yes No

...to be neat and careful in my work. Yes No

...not to waste time. Yes No

I work in a hospital. I Cook good food so that sick people can get well again.

NAME _____ ROOM ____

REGULAR DIET SUNDAY

BREAKFAST

Orange Juice or Hot Sweet Roll

Cream of Wheat or Dry Cereal

Scrambled Eggs

or

Fried Eggs

Crisp Bacon

Toast Biscuit

Butter Jelly

Coffee (w/Cream) Tea Milk

Sugar Salt

PLEASE CIRCLE ITEMS DESIRED

200

NAME _____ ROOM ____

REGULAR DIET SUNDAY

NOON

Fried Chicken w/Gravy

or

Swedish Meatballs w/Gravy

Whipped Potatoes

Asparagus Polonaise Yellow Squash

Mixed Green Salad w/Russian Dressing

Apple Pie or Bk. Custard

Hot Rolls Butter

Coffee (w/Cream) Tea Milk

Sugar Salt

PLEASE CIRCLE ITEMS DESIRED

200

CAMPBELL MEMORIAL HOSPITAL

NAME _____ ROOM ____

REGULAR DIET SUNDAY

EVENING

Cream of Mushroom Soup

Beef Stew w/Fresh Vegetables

or

Fried Fillet of Fish w/Tartar Sauce

Parslied Bu. Potatoes Garden Green Spinach

Green Beans w/Pimento

Fresh Lettuce & Tomato Salad

Butterscotch Pudding or Pound Cake

Coffee (w/Cream) Tea Milk

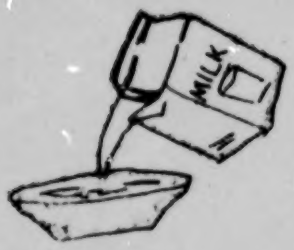
Sugar Salt

PLEASE CIRCLE ITEMS DESIRED

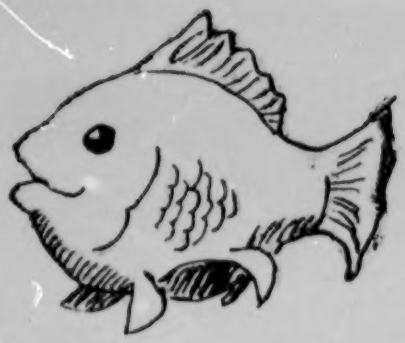
200

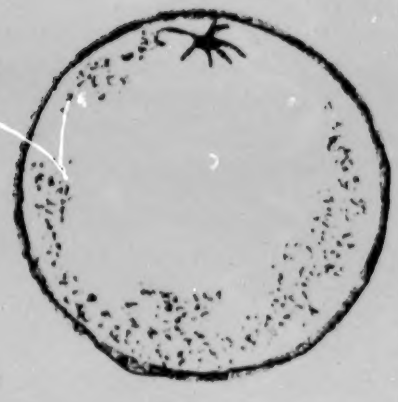
YOU ARE WHAT YOU EAT

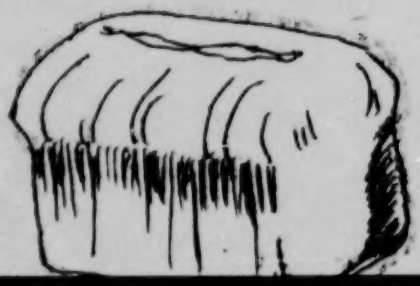
Match words to foods:



bread
potatoes
green beans
fish
oranges
milk
pork chops
tomatoes







YOU ARE WHAT YOU EAT

BREAKFAST:

juice

grapefruit

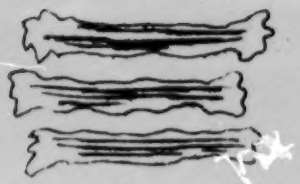
eggs

cereal

popcorn

cake

candy bar

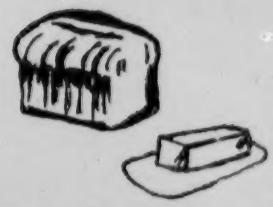


bacon

milk

pie

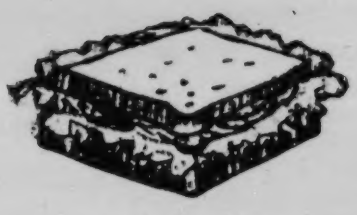
orange



bread and butter

YOU ARE WHAT YOU EAT

LUNCH:



sandwich

vegetables

fruit

milk

dessert

1 MILK GROUP *3 to 4 cups milk*

Milk, Cheese, Ice Cream, Foods Made with Milk

Circle the foods you would eat for a good meal (2 Pages)

2 MEAT GROUP *2 or more servings*

Meat, Fish, Poultry, Eggs, Dry Beans and Peas, Nuts

3 VEGETABLE-FRUIT GROUP *4 or more servings*

Include a dark-green or deep-yellow vegetable for Vitamin A at least every other day; a citrus fruit or other fruit or vegetable for Vitamin C daily (oranges, grapefruit, cantaloupe, raw strawberries, broccoli, green pepper); other fruits and vegetables, including potatoes.

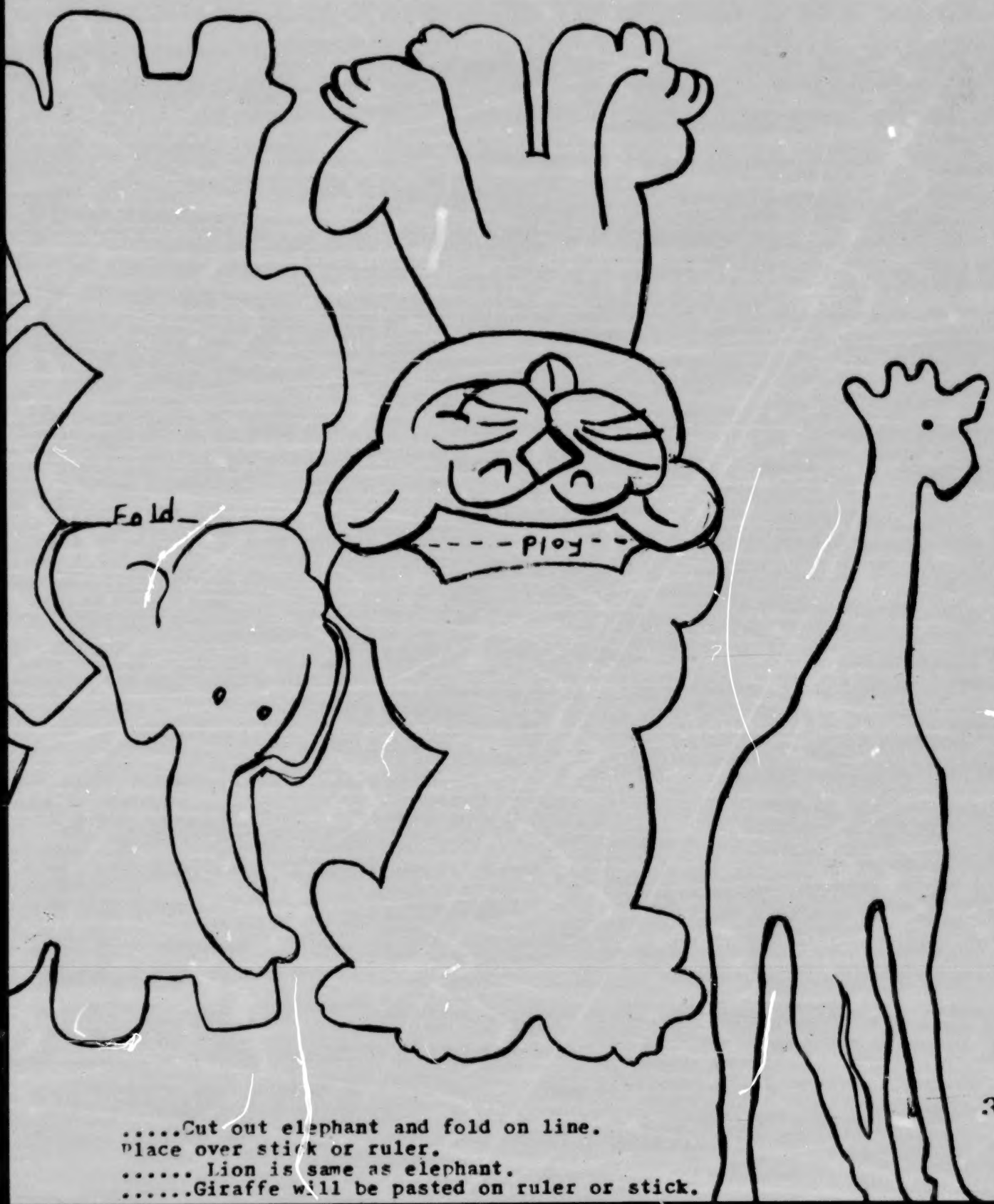
4 BREAD-CEREALS GROUP *4 or more servings*

Bread or Cereals—Whole Grain, Enriched, Restored; Macaroni, Spaghetti, Noodles, Rice

UNDER THE BIG TOP

Bulletin Board: Use any large Animal. Suggested here is a penquin that could be enlarged. Use the question " What Would You Be?" on the figure or on the board. The children will draw pictures to answer the question and these will be placed around the figure.

UNDER THE BIG TOP



.....Cut out elephant and fold on line.
Place over stick or ruler.
..... Lion is same as elephant.
.....Giraffe will be pasted on ruler or stick.

UNDER THE BIG TOP

Song: "The Circus Parade"

Some children may be lions, some a band, some elephants, some giraffes, etc. and act out their parts as others sing.

Stick puppets may be used for the parts mentioned in the song.

Song: "Circus Clowns"

Divide class into 6 clowns, five clowns, etc. and have each group portray their lines.

Clowns can be held by the hats and they will dance.

The masquerade clowns can act out the song as others sing.

Song: "The Lost Balloon"

Provide some balloons for the children so the can role play to the words of the song.

Song: "The Man on the Flying Trapeze"

Children can imitate actions of Trapeze Artists.

The Circus Parade

35

INTRODUCTION

f

Hur - rah! Hur - rah!

Like a march

mf

G G

♦ 1. The cir - cus is com - ing to our town,
2. The cir - cus band is a - play - ing,
3. The li - ons ride in their ca - ges,

C D7

• To our town, to our town,
Is play - ing, is play - ing,
In ca - ges, in ca - ges,

G G

♦ The cir - cus is com - ing to our town.
And all the folks are a - say - ing,
They roar when they are in ra - ges,

C D7 G

• Jump up and down for joy!
They want to see the show.
And swish their tails at me!

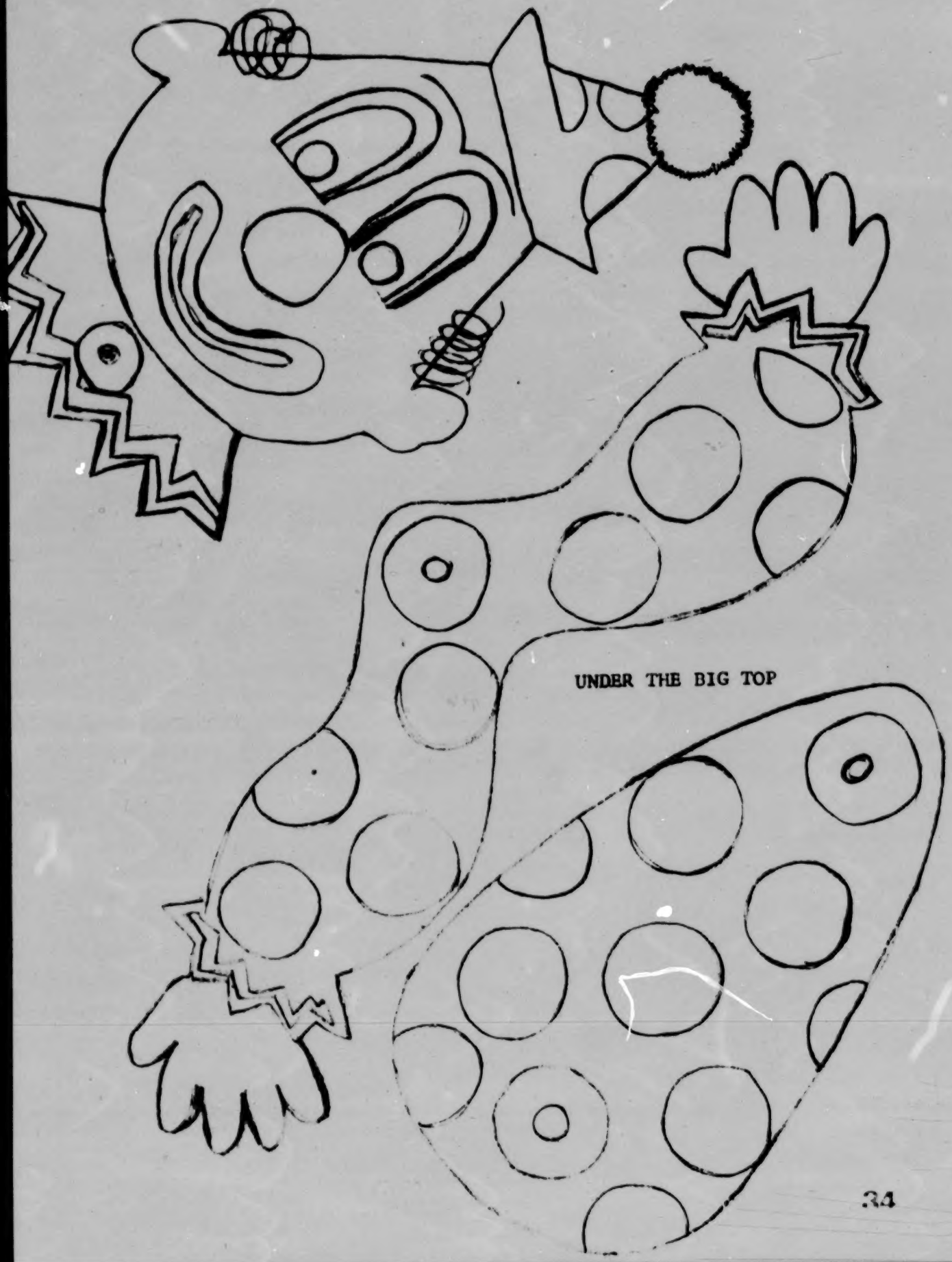
1. The elephant carries his own trunk,
His own trunk, his own trunk,
A driver rides upon it,
I wish that it were I!

5. The stately giraffe is so tall and thin,
So tall and thin, so tall and thin,
He makes the people look up at him,
Especially short little me!

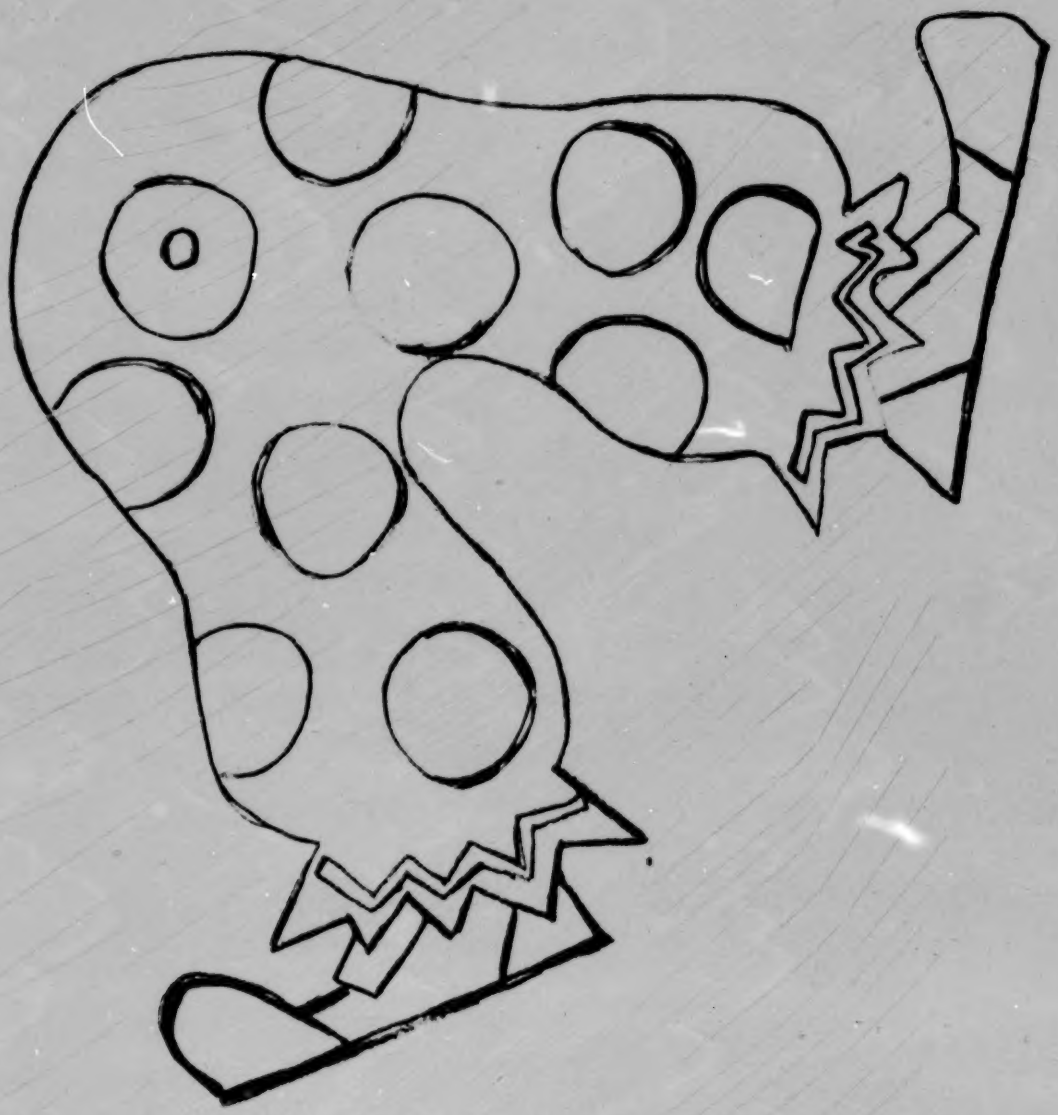
6. The Bearded Lady is smiling,
Is smiling, is smiling,
She nods her head to the people,
And waves her hand to me.

7. The steam calliope plays a tune,
It plays a tune, it plays a tune,
To announce the show this afternoon.
Let's go along and see!

Words and music by Beatrice P. Krone

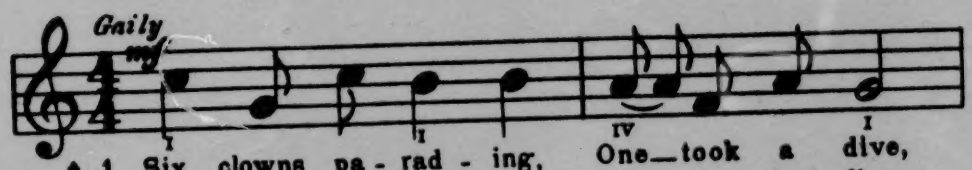


UNDER THE BIG TOP

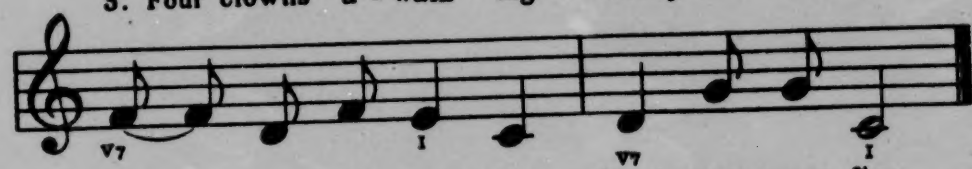


- Join neck to body with a brad.
- Join body and legs with a second brad.
- Hold clown by hat, this will make clown dance.

Circus Clowns



♦ 1. Six clowns pa - rad - ing, One__took a dive,
2. Five clowns a - prance - ing On__saw - dust floor;
3. Four clowns a - walk - ing Mer-ry as could be;



• Lay___ down a - rest - ing, Then there were five.
One went up a wire, And then there were four.
One fell in a bar - rel, Then there were three.

4. Three clowns a-skipping,
One lost a shoe,
Couldn't go on skipping,
Then there were two.

5. Two clowns a-fighting,
Boxing in fun;
One tripped the other,
Then there was one

6. Big clown policeman
Came on the run:
Hauled off the winner,
Then there was none.

Norma Gillett

J. W. Elliott

UNDER THE BIG TOP

Have the class select two or three children to be the clowns. The remainder of the class will have fun watching the chosen ones become clowns.

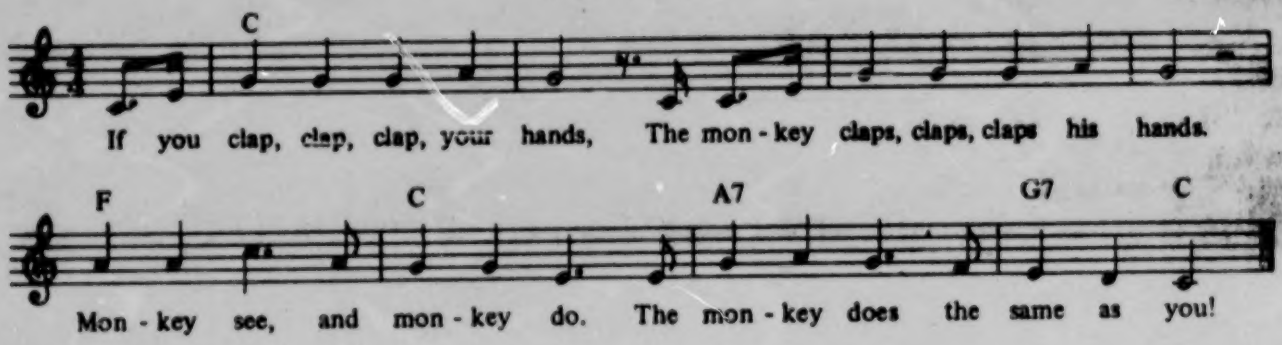
Collect water-soluble masquerade makeup in white, red, and black, a bathing cap to protect hair and some old hats and old clothes.

Moisten fingertips with water and spread white makeup over face and under chin. Use black for eyebrows, red for nose and mouth.

The clowns can tell the group how it feels as the makeup is applied.

Monkey See, Monkey Do

Traditional



Children form a circle. Everyone sings the first verse and claps hands on the word "clap." For succeeding verses, children take turns being the leader. The leader sings the first phrase of his verse and does appropriate motions. Everyone else imitates.

Sing these verses or make up new ones:
If you tap, tap, tap your head . . .
If you stamp, stamp, stamp your feet . . .
If you bend, bend, bend your knees . . .
If you turn, turn, turn around . . .
If you hop, hop, hop in place . . .
If you sing this very loud . . . *(sing loudly)*
If you sing this very soft . . . *(sing softly)*
If you sing this very short . . . *(sing staccato)*
If you sing this very slow . . . *(sing slowly)*
If you sing this very fast . . . *(sing fast)*

The Balloon Man

Our balloon man has balloons,
He holds them on a string.
He blows his horn and walks about
Through puddles, in the spring.

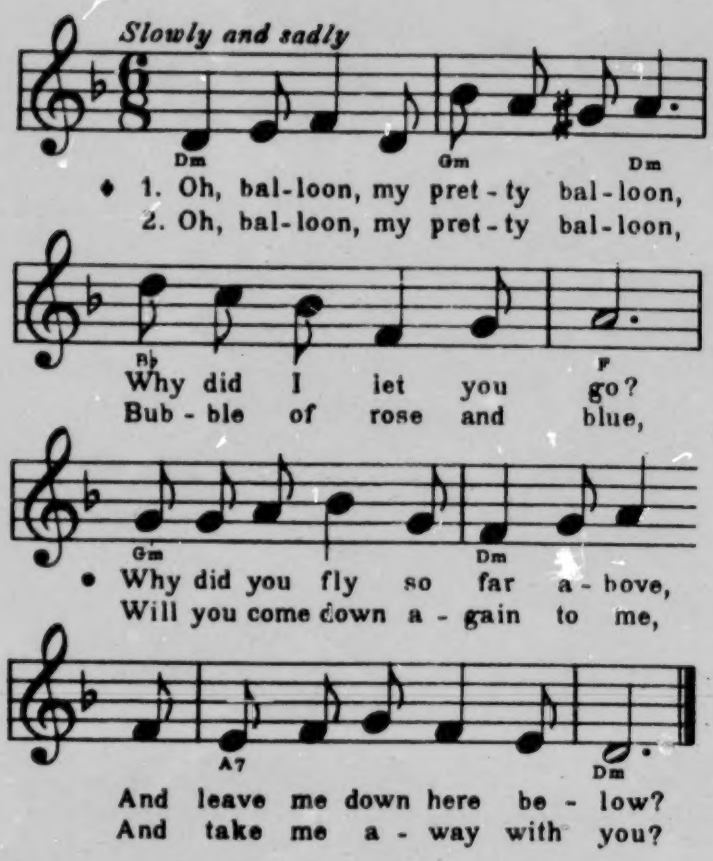
He stands on corners while they bob
And tug above his head—
Green balloons and blue balloons
And yellow ones, and red.

He takes our pennies and unties
The two we choose; and then
He turns around and waves his hand,
And blows his horn again.

DOROTHY ALDIS

The Lost Balloon

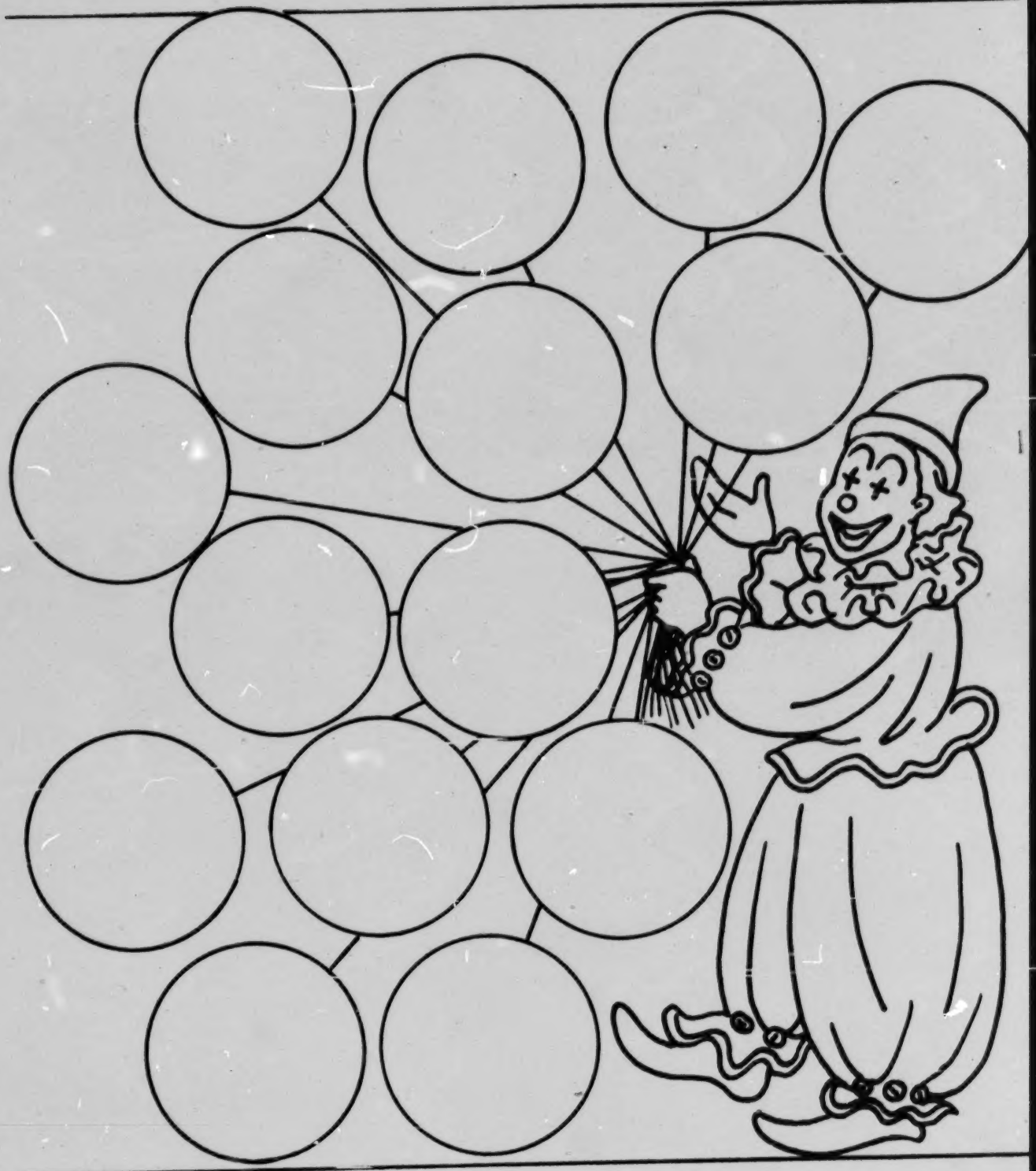
35



Marian A. Moore

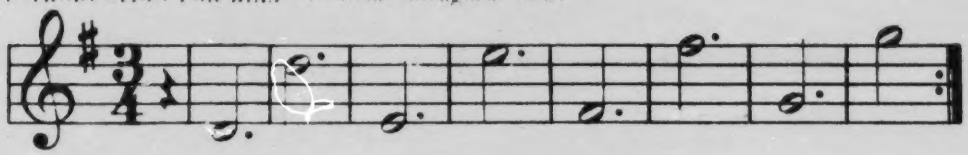
Polish Tune

UNDER THE BIG TOP

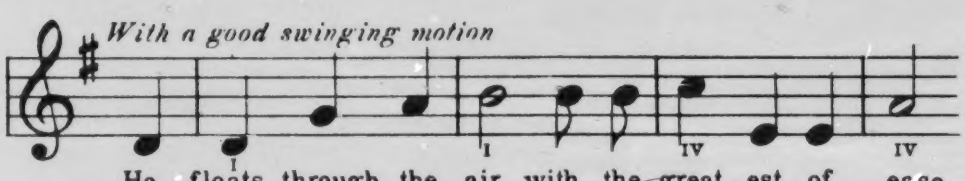


The Man on the Flying Trapeze

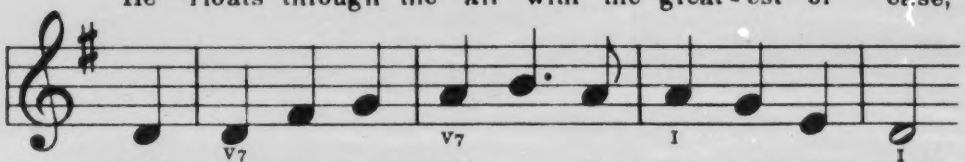
INTRODUCTION FOR BELLS (continue throughout song)



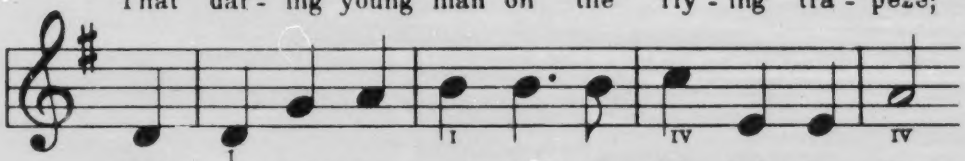
With a good swinging motion



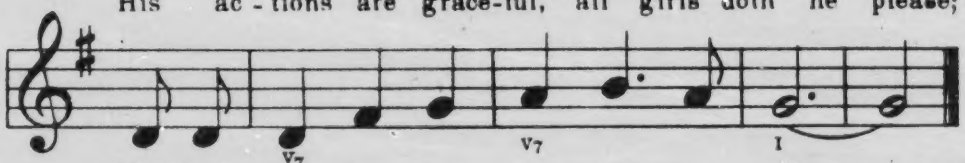
He floats through the air with the great - est of ease,



That dar - ing young man on the fly - ing tra - peze;



His ac - tions are grace-ful, all girls doth he please;



He has sto - len my true love a - way ——

CHORDS: I = G Maj.; IV = C Maj.; V_7 = D_7.

American Circus Song

UNDER THE BIG TOP

Match first and second parts and make sentences:

1. A circus parade	"The Circus Parade".
2. We	the giraffe.
3. An ape	the penquin.
4. People	at the people.
5. The ape	did somersaults.
6. The clowns wore	holding a baby monkey.
7. An elephant stood	in the air.
8. Many balloons were	passed by.
9. A big monkey was	laughed.
10. The trapeze artists	very fat.
11. The police clown was	watched it.
12. The lion roared	laughed too.
13. The band was playing	screamed.
14. The tallest animal was	funny suits.
15. We wanted to touch	on his front feet.

WHAT'S YOUR BY-LINE?

"My Friendship Guide"

Oh, making friends is lots of fun,
and I'll remember how its done.
I'll try to look for good in others,
My friends and neighbors, sisters, brothers.
And tell them of the good I find,
So they will like me and be kind.
And I will wear a cheerful smile,
Though troubles come once in a while.
Then when the others look at me,
A happy girl or boy they'll see.

SUGGESTED QUESTIONS FOR SCHOOL BUILDING OBSERVATION:

1) How many steps lead to the front door?

2) How many doors are at the front of the building?

3) What materials are used in the building?

4) How many windows are on the east side of the building?

5) How many windows are on the south side of the building?

6) How many steps are on the east side of the building?

7) How many doors are on the east side of the building?

8) How many steps are on the east side of the building?

9) What shape is the roof on the building?

10) How many large trees are around the building?

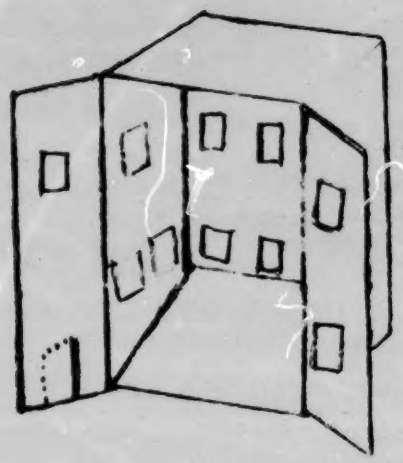
11) Are there any other plants around the building?

12) What materials are used in the steps?

13) How many outside doors are in the building?

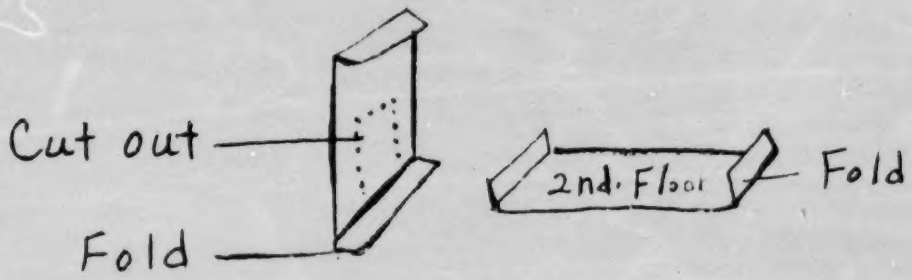
14) How does the water get off the roof?

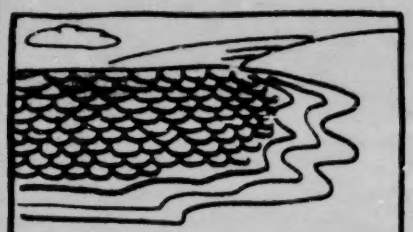
15) What is the shape of the building?



. Any size carton

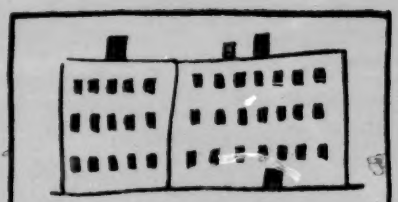
. Leave flaps on carton
. Cut out door as shown
. Cut openings for windows
or make paper windows to glue on.
. . Roof: Use construction paper or cardboard
folded in half. Fold ends to form flaps to
place on box top. A chimney may be added.
. . Walls and a second floor can be added as shown below.



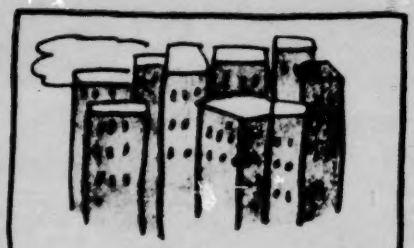


beach

home (house)



hospital



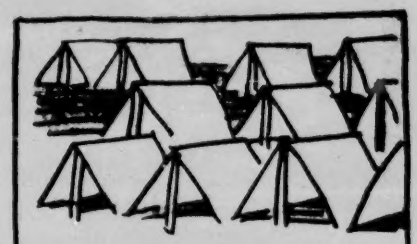
city

school

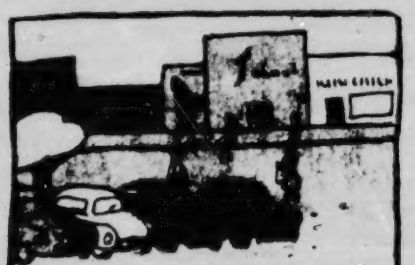
field

farm

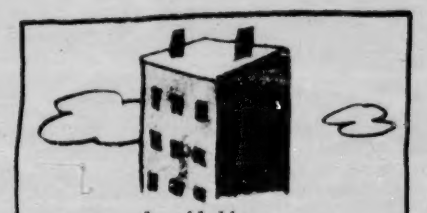
post office



camp



shopping center



building

mountain

HOUSES

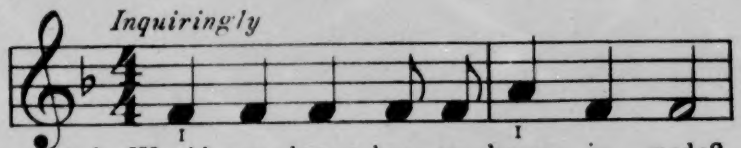
The homes of our
Earliest ancestors
Were lower than low.
They had no windows,
They had no doors.
If you wished to go in
You went on all fours--
The dirt or the dust
Or the snow was the floor.
It was hundreds and hundreds
Of years before
Men lived in houses
With windows and doors
Or lay down in beds
Or sat up in chairs
Or sat down at tables
Or walked upstairs:
Then, as time goes,
It was no time at all
Before houses were built
So exceedingly tall,
They had hundreds of windows
And only one door
And you had to go up
In an elevator.
And now they have grown
So gigantically high
They nudge the new moon
And scrape the blue sky;
And today we live
Like bees in a hive
In the tallest cities
That Mister Man
Has built on this earth
Since the world began.

Mary Britton Miller

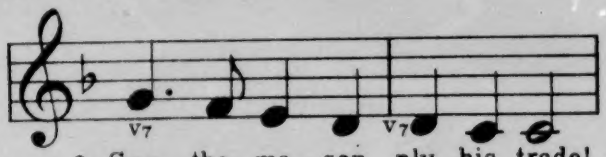
Builders at Work

35

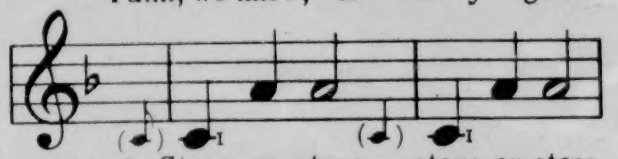
Inquiringly



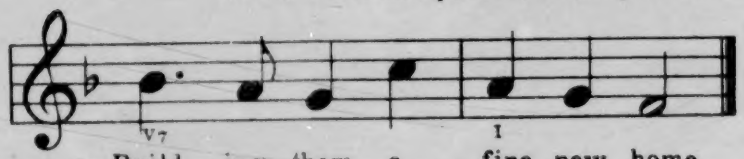
1. Would you know how a home is made?
2. Would you know how a win-dow's made?
3. Would you like to pre-serve the wood?



See the ma - son ply his trade!
See the gla - zier ply his trade!
Paint, we know, is ver - y good.



Stone on stone, stone on stone,
Glass must fit win-dow-pane,
With brush and paint And tur-pen-tine.



Build - ing them a fine new home.
Pane must fit the win - dow frame.
Paint - ers col - or walls so fine.

CHORDS: I = F Maj.; V_7 = C_7.

B.P.K.,
from the German

German Folksong

HOLIDAY HELPERS

YARN DOLLS: Cut a four inch long section of cardboard. Loop yarn around the cardboard at least fourteen times. Remove from cardboard. Cut loops at the bottom. Tie a piece of yarn at the top and clip for the hair. Tie a second piece of yarn to make the head. Divide the yarn in half. Divide one-half in two parts to make arms. Tie at the ends. Tie the other half to form body and then divide and tie again to make legs if desired.

TOYS:

Watch It Snow: Materials needed - Glass jar with screw top
Moth flakes or moth balls crushed
Waterproof cement
Figure

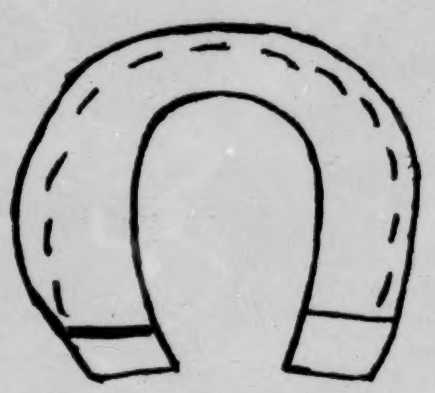
Cement a figure to inside jar lid and let dry overnight. Fill jar with water almost to the top. Put moth flakes inside. Cement on lid where it screws. Let dry for a day.

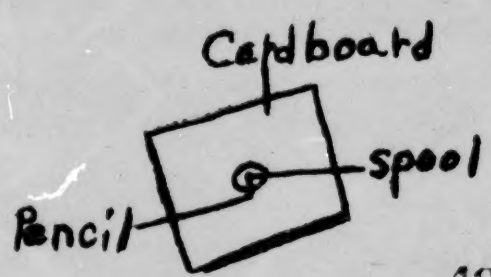
Bean Bags: Use gravel in any design. Materials can be glued or stitched together.

Containers: Glue yarn around the outside of a can of any size.

Sewing Cards: Outline a design on cardboard. Punch holes at various places. Use a large needle and yarn to complete the design.

Horseshoes: Cut three thicknesses of cardboard in a horseshoe design. Glue these together for strength. Tape the edges. To make the goals, repeat horseshoe procedure in a square shape. Glue a spool in the middle with a pencil or dowel thru the center of the spool.



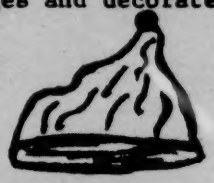


HOLIDAY HELPERS

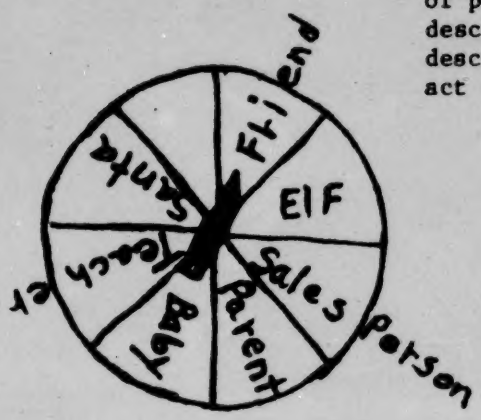
Christmas tree on the floor: Use colored tape to form a large tree on the classroom floor. Keep this tree on the floor for a gathering place for holiday activities.

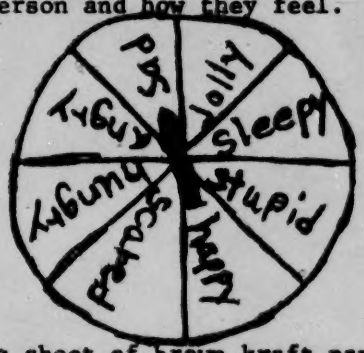
Holiday bag: Cut a Christmas tree from green construction paper and staple another sheet to half of the front to form a pocket. Hang this somewhere in the room as a picture file.

Santa or elf caps: Make tracers for Santa or elf caps that will fit the children's heads. Have them trace this on two sheets of paper. Cut out, paste around edges and decorate.



Spin-a-story: Make two large circles with spinners in the center. Divide one circle and label each part of the circle with the labels of people. Divide the other circle using descriptive words. The first spin will describe how they feel. The student will act out the person and how they feel.

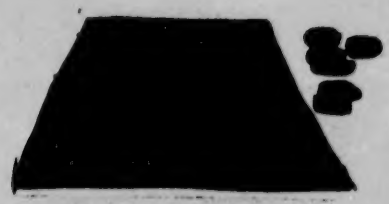




Toy Chart: Cut off a long sheet of brown kraft paper. Divide the paper so each child in the class can have a square. After putting their names in the squares, the children will illustrate a Christmas dream toy they would like to receive. Display the chart in the classroom.

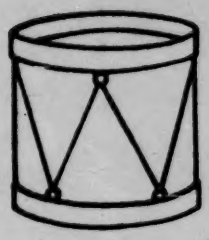
HOLIDAY HELPERS

Match picture names to pictures



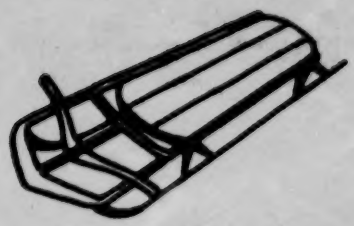
balloon

kite

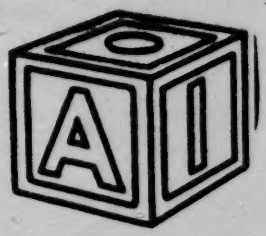


block

doll

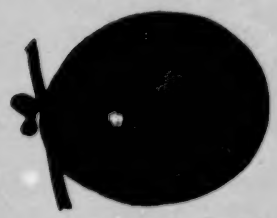


sled



bicycle

top



checkers

skates

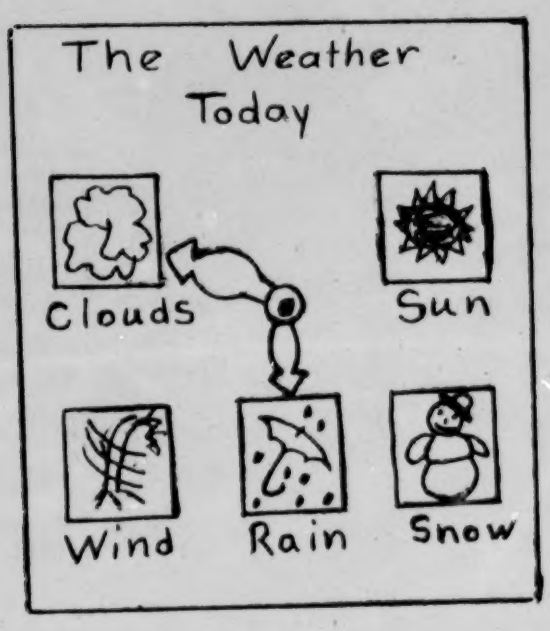
drum

marbles

ball

THE WEATHER FORECAST IS-----

BULLETIN BOARD:



SURVEY:

My name:----------

My occupation:----------

I watch the Weather Forecast: (Yes--No)

The Weather Forecast helps me in my occupation: (Yes--No)

If yes, how?

My favorite Weather Forecaster is:----------

THE WEATHER FORECAST IS-----

So Long As There's Weather

Whether it's cold
or
Whether it's hot
I'd rather
have Weather
whether or not
it's just what I'd choose.

Summer
or
Spring
or
Winter
or
Fall--
any
weather
is better
than
no weather
at all
I really like weather.

I never feel
whiney
when weather is
rainy.
And when it's
sunshiny
I don't feel
complainy.
Weather sends me.

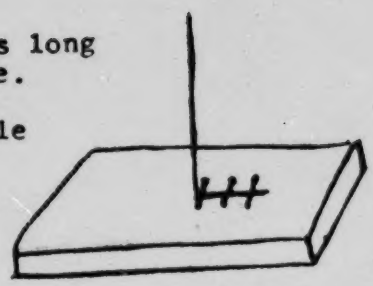
So--
Rain?
Let it splash!
Thunder?
CRRRASH!
Hail?
Clitter-clatter!
What does it matter--
So long as there's weather!

Tamara Kitt

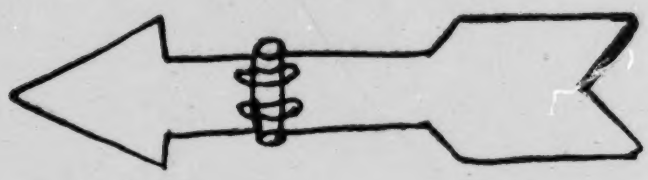
WIND VANE

Materials

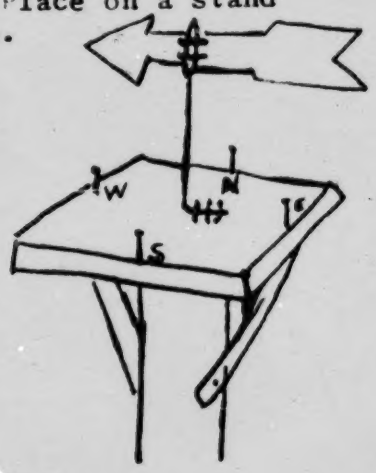
Cardboard 6 inches long
and 2 inches wide.
Wire coat hanger
narrow pill bottle
wooden block



Cut a piece from the coat hanger. Nail the coat hanger to the block of wood. Bend hanger up.

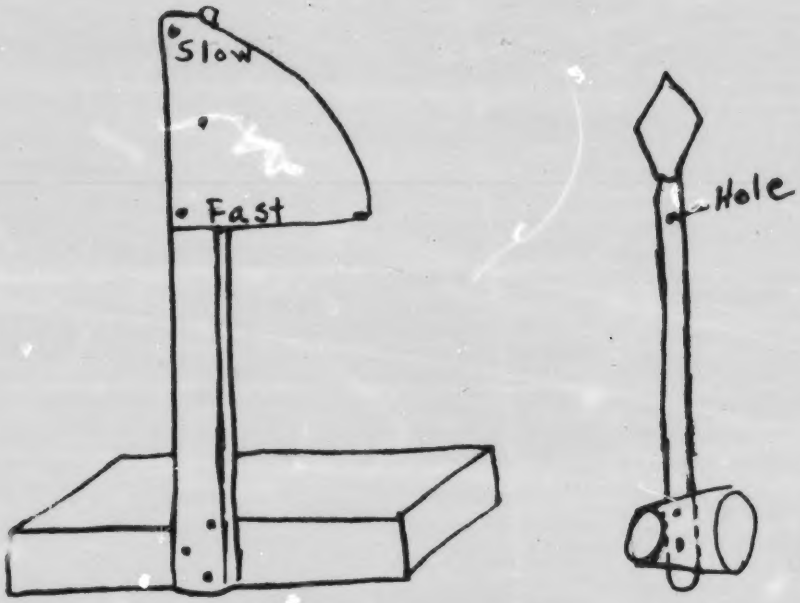


Cut arrow. Fasten the pill bottle upside down on the arrow with tape. Place the arrow a little closer to the point than to the end.
Put the bottle on the end of the wire. Place on a stand in the open.

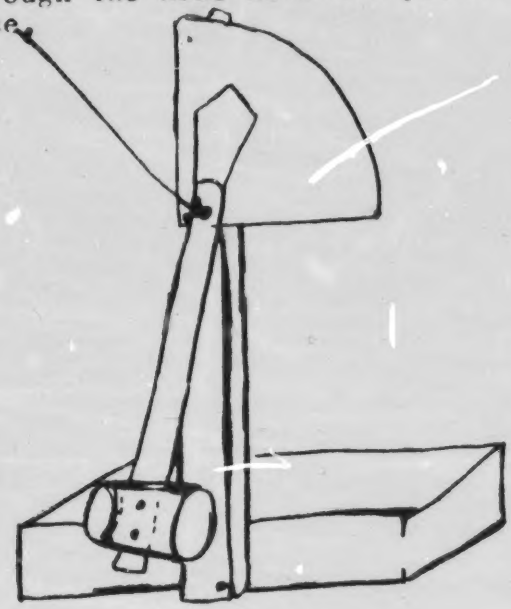


Mark the directions with nails.

ANEMOMETER



....Use a block base
....Nail on piece of wood
....Cut out a big cardboard slice and mark fast and slow on it. Place at top with nails.
....Punch a hole in a thin strip of wood about 2 inches from the end.. Make a red arrow and glue it above the hole. Fasten a paper cup to the other end with 2 thumbtacks.
....Hang the stick with arrow and paper cup to the post by driving a nail through the hole near the point of the cardboard pie slice.



....Take to an open place
....Place so the wind blows into the paper cup.
....The faster the wind blows, the higher the cup will swing

Thermometer: Use a bottle about 6 inches high; a glass tube or plastic straw; a rubber stopper with a hole in it or a lid to fit the bottle with a hole punched for the tube.. (If the lid is used seal around the tube with wax).
Fill the bottle half full of water. Add coloring. Place stopper in or lid on. Be sure the tube is in the water. Place in the sun or warm place to see the water rise.

Rain Gauge: Use a drinking glass with straight sides. Tape a 6 inch ruler to the outside of the glass. Put the empty rain gauge away from trees or buildings.

Barometer: Use an olive jar. Cut a balloon so it can be stretched over the mouth of the jar. Secure the balloon with a rubber band. Place a drop of glue in the center of the balloon and place one end of a straw on the glue. Hold in place until it dries. Place a white card behind the straw . Up is high, down is low.

THE WEATHER FORECAST IS-------

Cold Front

Warm Front

Stationary Front

○ Clear

Ⓡ Rain

S Hurricane

◑ Partly Cloudy

Ⓢ Snow

● Cloudy

Ⓕ Fog

Direction of Wind

West Wind

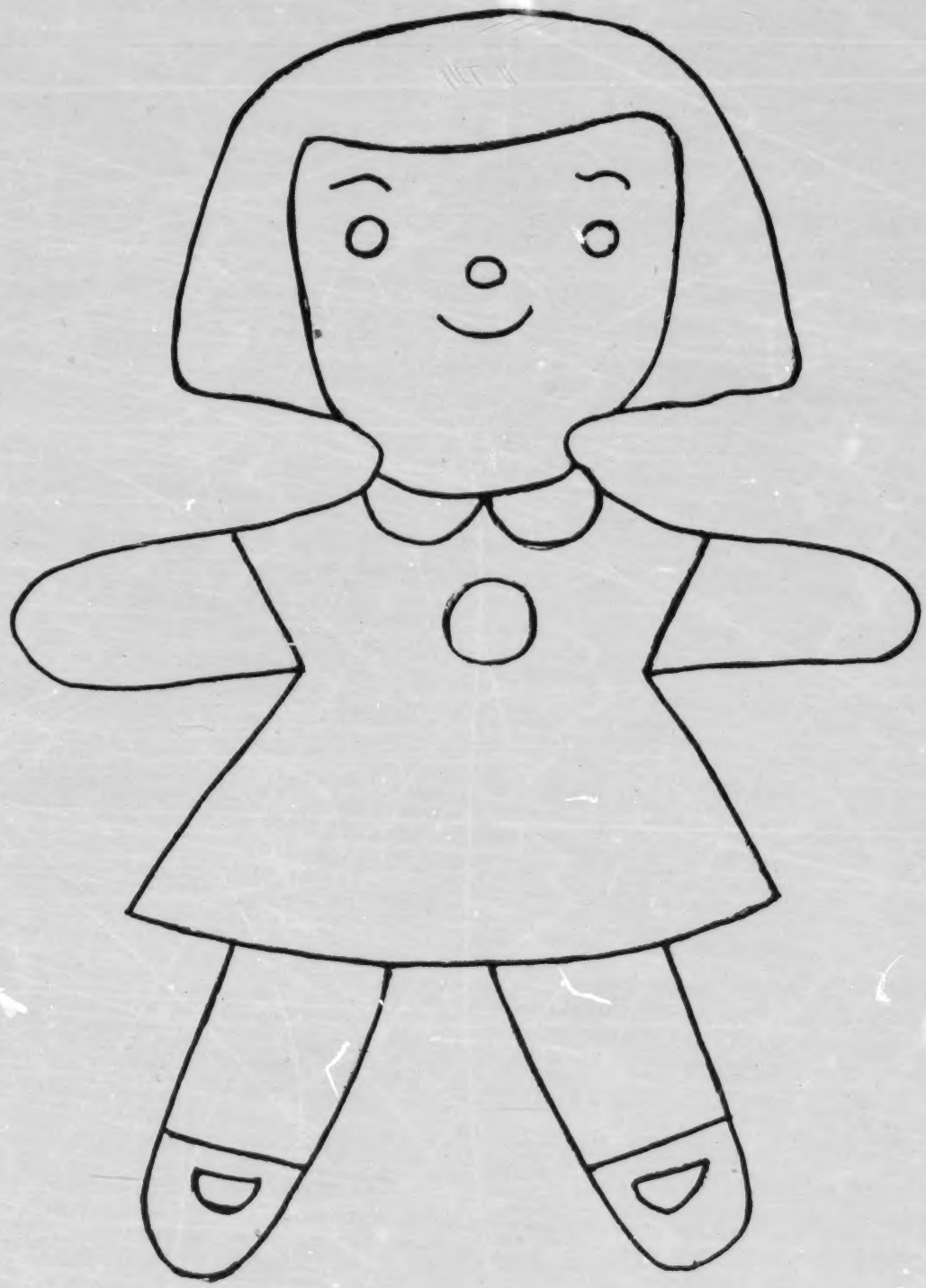
East Wind

THE WEATHER FORECAST IS-----

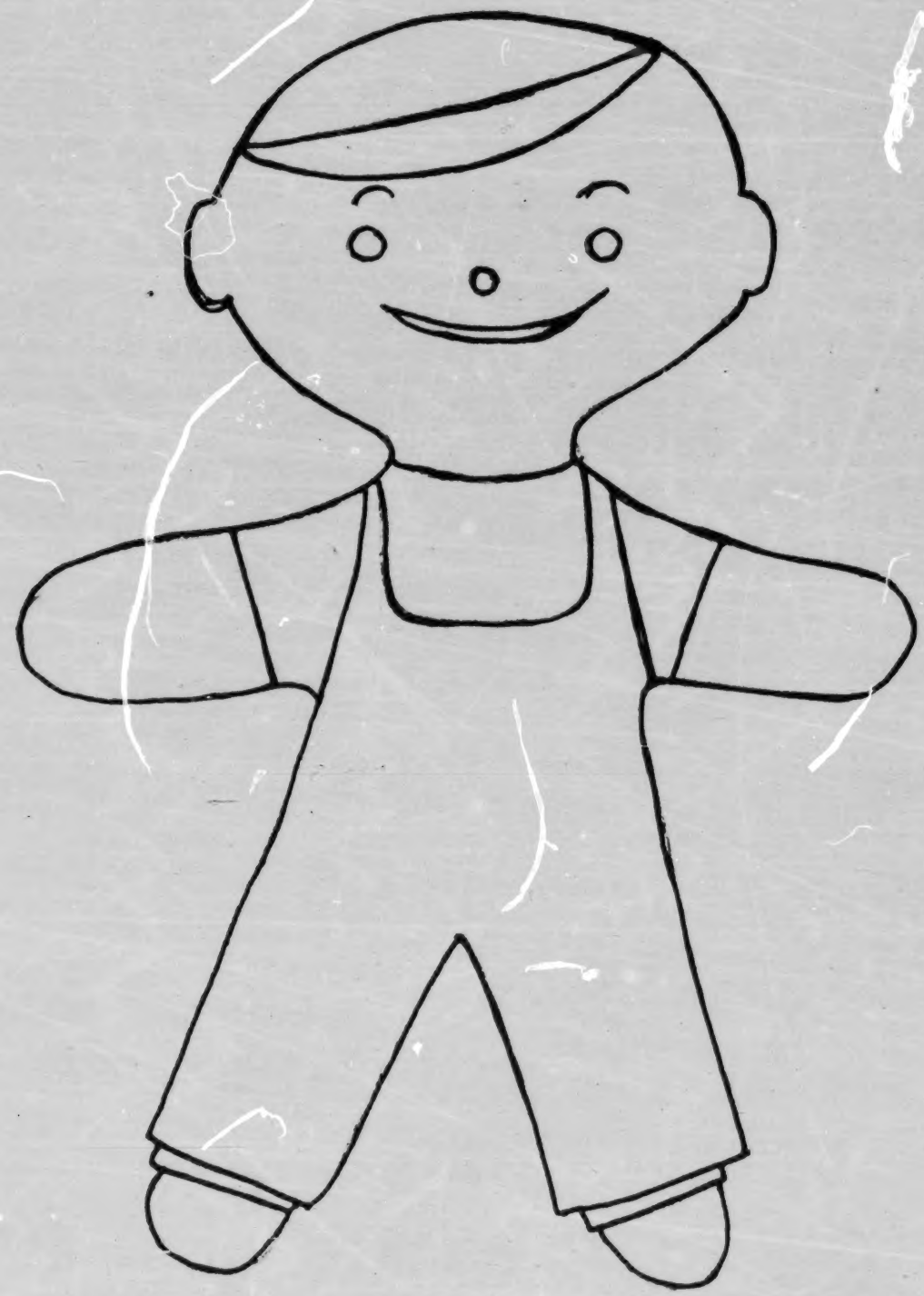
1) Rain gauges	when the sun shines.
2) A barometer measures	show the wind direction.
3) Weather reports	snow on a weather map.
4) A thermometer	measures the temperature.
5) (R) shows	help many people.
6) A dark cloud may	the air pressure.
7) Wind vanes	measure the rain fall.
8) An anemometer shows	rain on a weather map.
9) (S) shows	Mean it will rain.
10) We like to play	the speed of the wind.

"BAA, BAA BLACK SHEEP"

.. Enlarge dolls for the Bulletin Board.
.. Cut clothes for them from cloth scraps.



"BAA, BAA BLACK SHEEP"



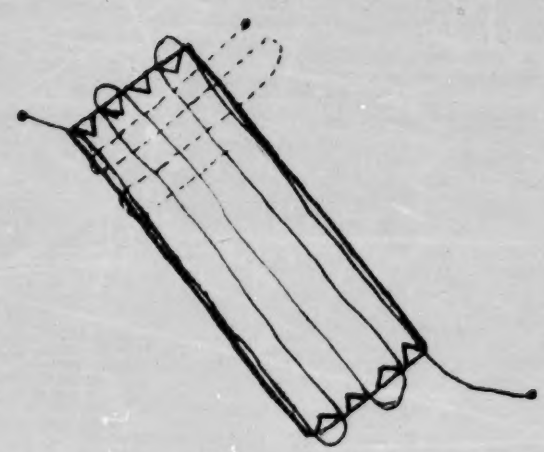
"BAA, BAA BLACK SHEEP"

I HELD A LAMB

One day when I went visiting,
A little lamb was there,
I picked it up and held it tight,
It didn't seem to care.

Its wool was soft and felt so warm
Like sunlight on the sand,
And when I gently put it down
It licked me on the hand.

Weaving: Cut cardboard the length and width of desired article. Notch the ends of the cardboard to wind the yarn. Tie the ends of the yarn after winding around the cardboard. Weave in the usual fashion. You can make book marks, bracelets, belts, place mats, etc., depending on the size of the cardboard loom.



"BAA, BAA BLACK SHEEP"

SENTENCE COMPLETION: Cut words from magazines or newspapers to complete the following sentences.

1. Have you ever worn---------- ---------?

2. Bob wore a blue---------- ----------.

3. Jan's shoes are----------.

4. Dresses are usually---------- ----------.

5. Baseball players wear--------- ----------.

6. Our clothes come from----------.

7. Where did you buy---------- ----------?

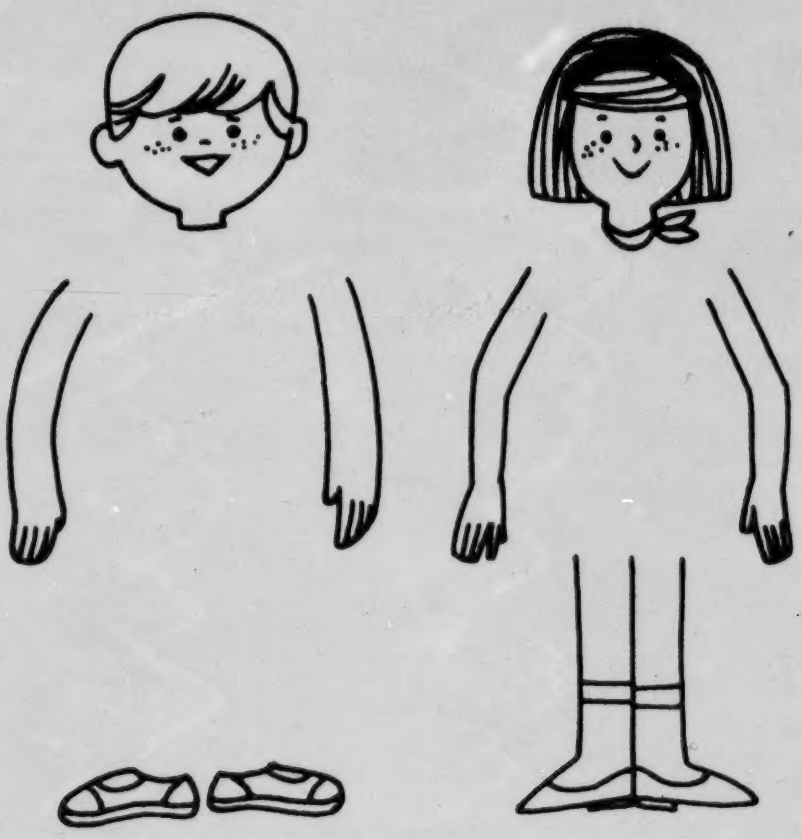
8. What will you wear---------- ----------?

9. Is your bathing suit----------?

10. How much did---------- -------- ----- ---- --- --------?

"BAA, BAA BLACK SHEEP"

From a scrap box of materials have the children cut clothes for the figures below.



"BAA, BAA BLACK SHEEP"

Mystery box or can:

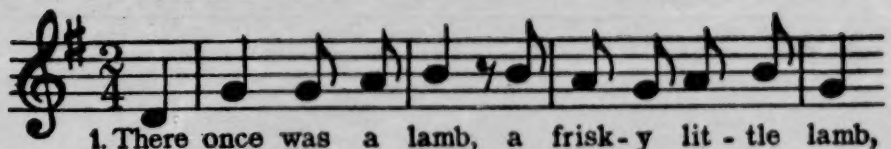
Cut a sleeve from an old shirt. Tape or glue the cut end of the sleeve to the box or can.

Place pieces of the articles studied in this unit inside the box or can.

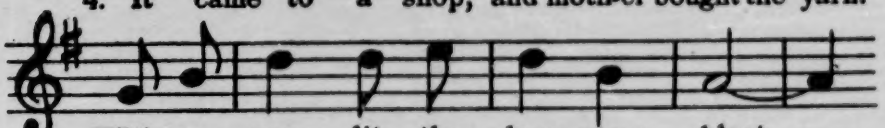
Let the children reach inside and try to identify the objects by their feel.

Box or can decorated.

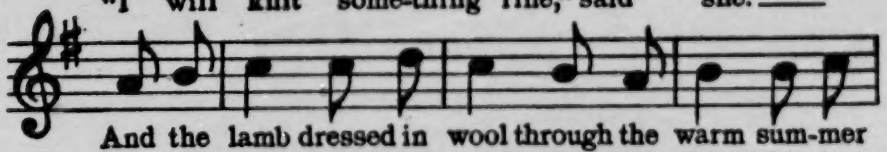
FROM SHEEP TO SWEATER



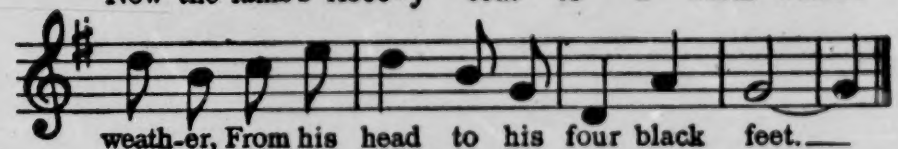
1. There once was a lamb, a frisk-y lit-tle lamb,
2. He soon was a sheep, but still he wore the coat,
3. Then men bought the wool, to use it in a mill,
4. It came to a shop, and moth-er bought the yarn.



With a queer lit-tle lone-some bleat.
And it grew ver-y thick each day.
Far a-way from the farm-er's barn.
"I will knit some-thing fine," said she.

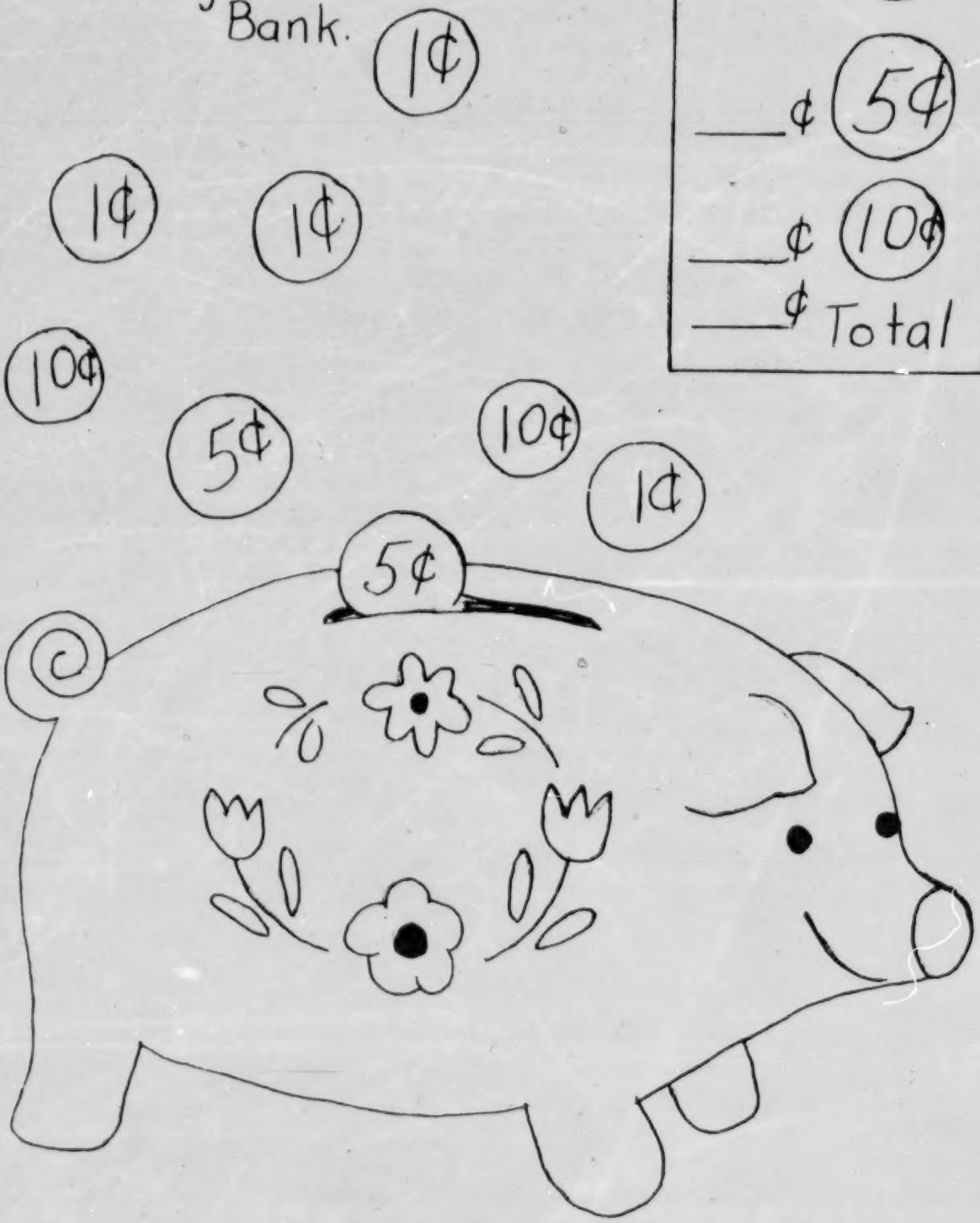


And the lamb dressed in wool through the warm sum-mer
Then the sheep shear-ers came with their sharp shin-ing
There ma-chines took the wool and they washed and they
Now the lamb's fleec-y coat is a warm win-ter

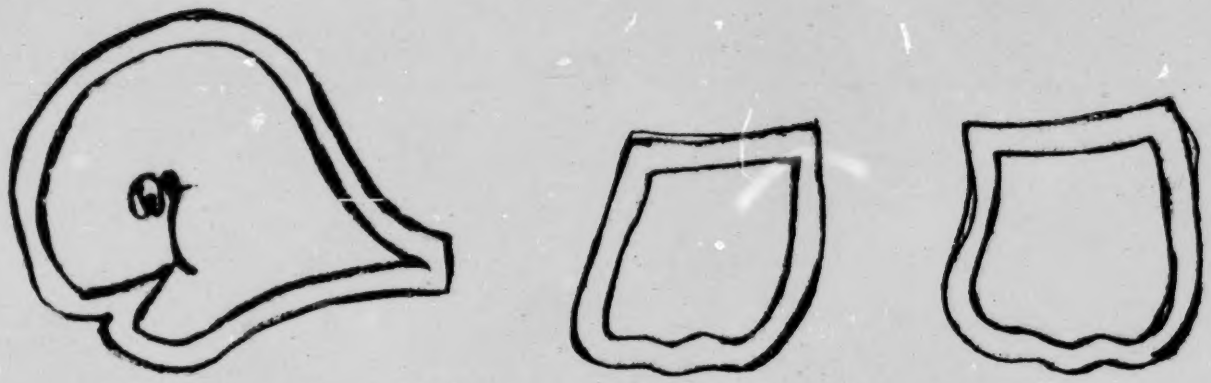


weath-er, From his head to his four black feet.
clip-pers, And they clipped all his wool a-way.
spun it In-to skeins of the soft-est yarn.
sweat-er, That was made from the wool for me.

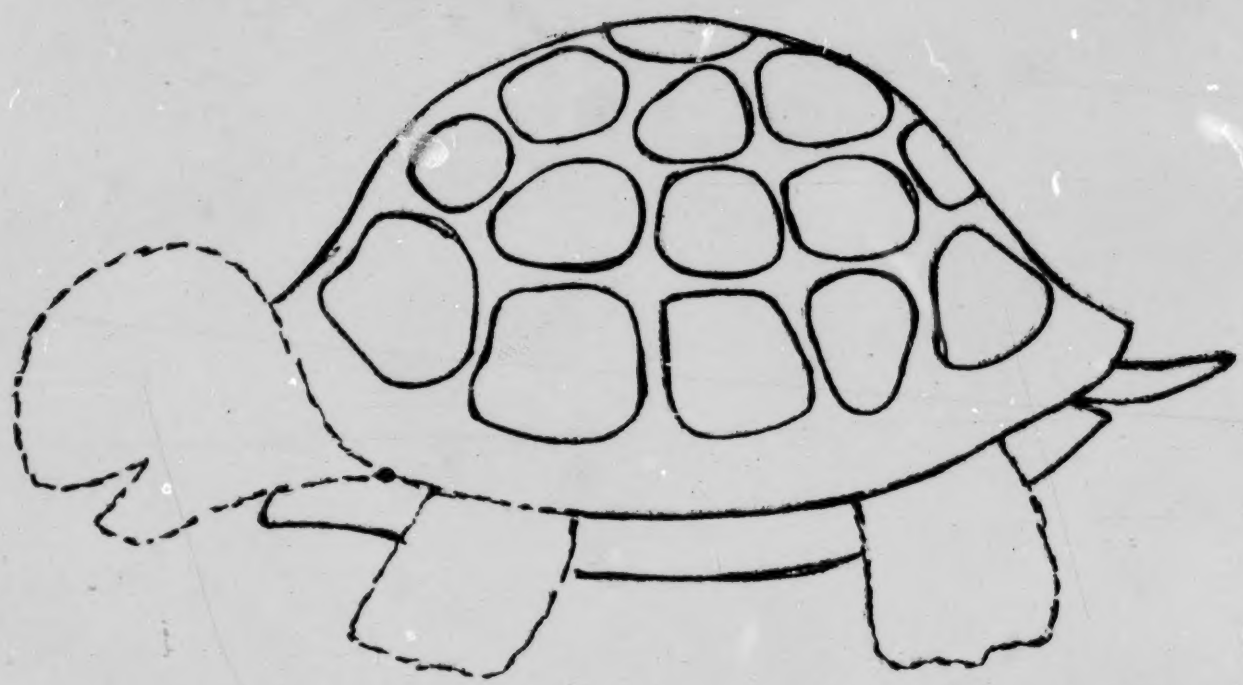
Count the Money Going Into the Bank.



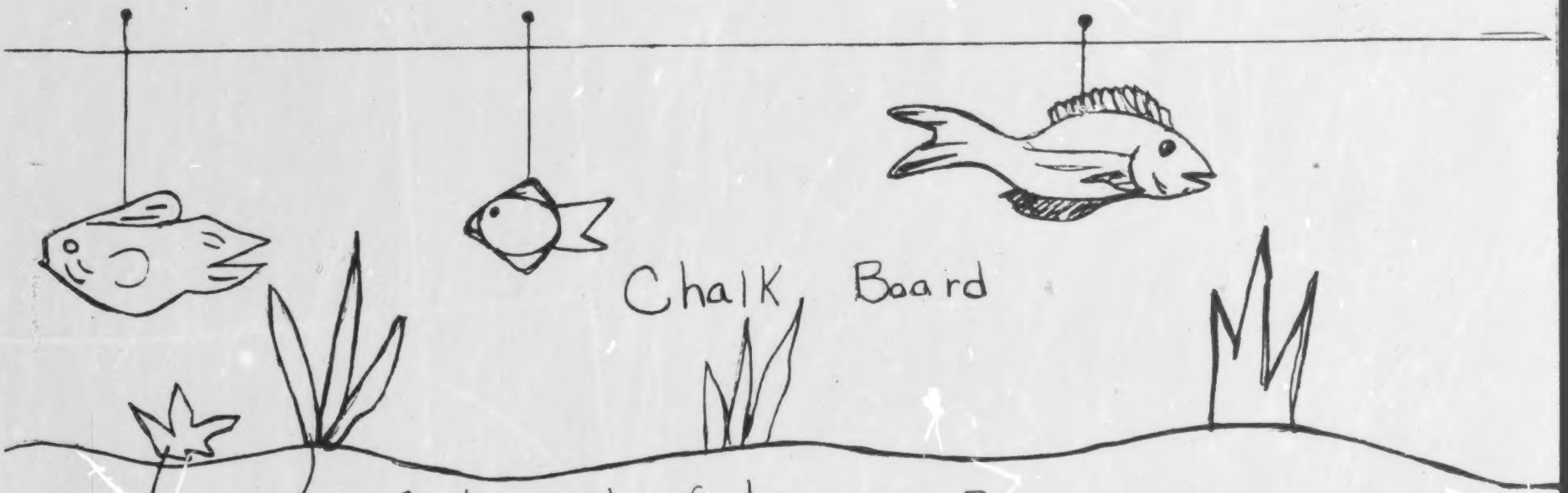
___¢	1¢
___¢	5¢
___¢	10¢
___¢	Total



cut



Chalk Board Aquarium
(Catch A Career)



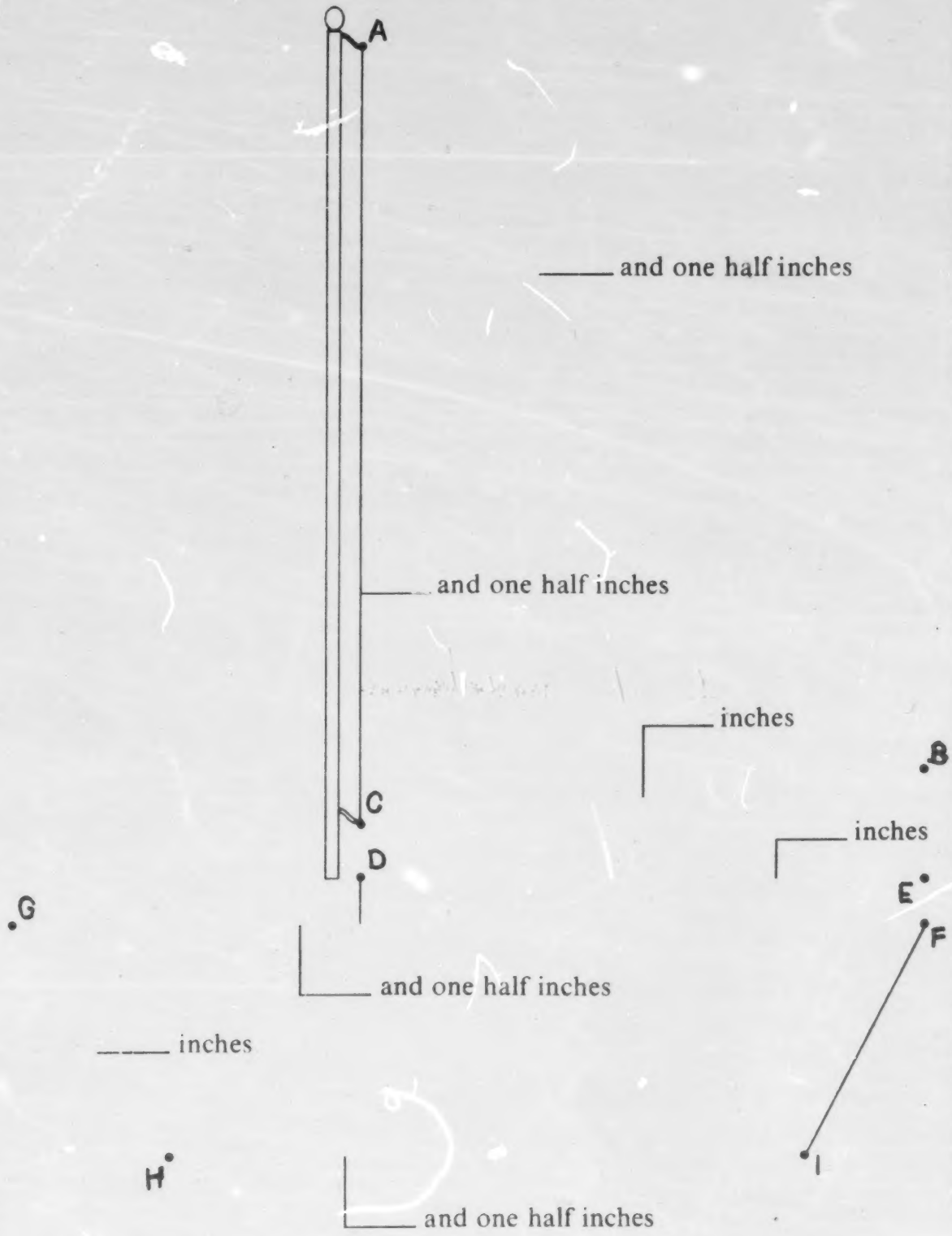
Cut out of brown Paper

- Cut out green plants.
- Children draw freehand fish. Cut out 2 sides and paste edges together leaving top open. Color fish. Stuff with tissue. Hang by Yarn.
- Cut a single paper starfish, Sand dollar, shell or other aquatic life and paste on with masking tape.

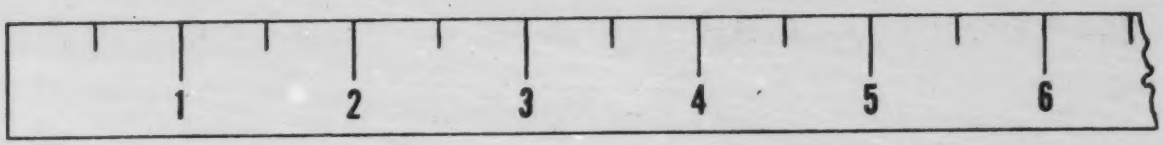
NAME _____

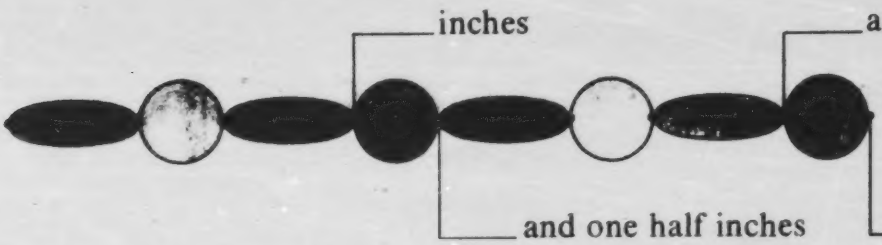
Draw lines to connect the dots in order.

Write the numerals that tell how long the line segments are.

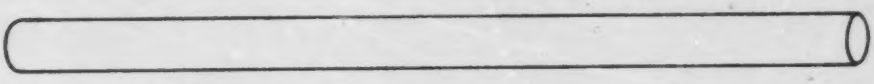


NAME _____





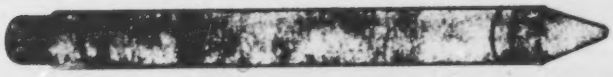
Write the numeral that tells how long each picture is.



____ inches

____ and one half inches

____ inches



____ and one half inches

How tall are the girl dolls and the boy dolls?
Write the numerals that tell.

____ and one half inches

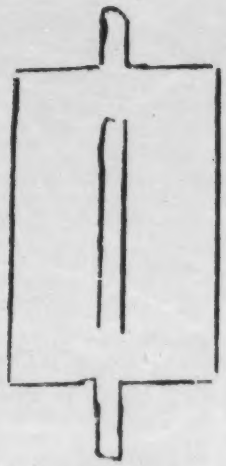
____ inches

____ and one half inches

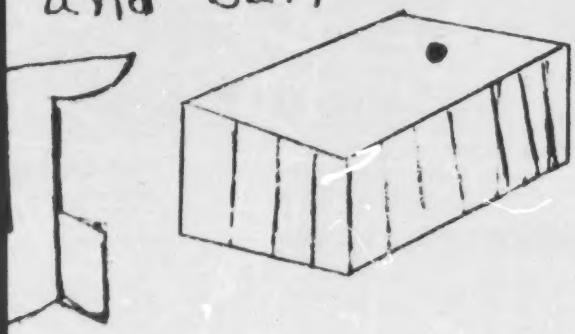
____ inches

Fold middle dotted line to make a triangle.
Pull side corners to top to make a square.
Solid side folds down Bottom point folds up.

Sailboat



Insert drinking straw through paper for mast and sail.

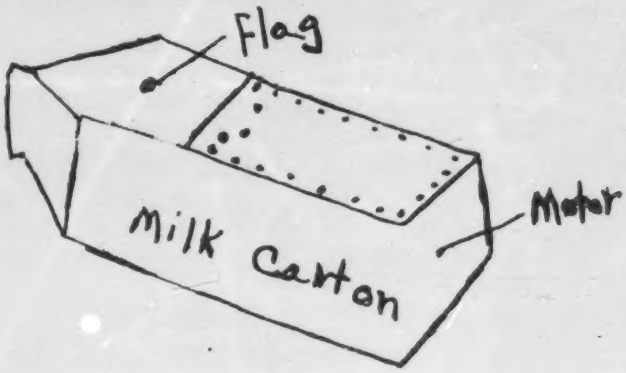


Make hole in box and insert straw.

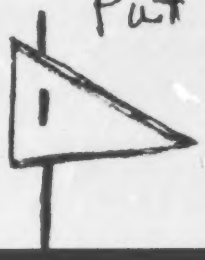
- Cut rudder out of paper.
- Glue flap of rudder to box

Motorboat

- Cut out side of carton.
- Fold down flap for dashboard.
- Glue button or cut out to dash for steering wheel



- Fold cardboard for seats. Glue in place.
- Glue small box or cut out to back for motor.
- Flag: insert toothpick through cutout and put on front.



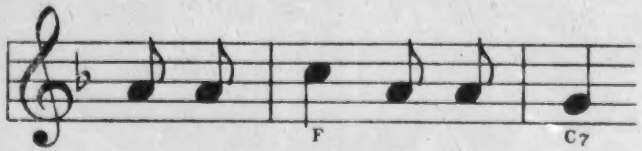
THE FOUR LEGGED BOAT

Vocabulary

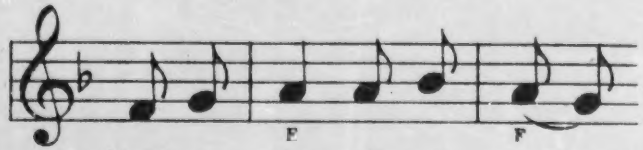
Captain	trolling
poles	rod
sails	line
net	plug
school of fish	surf casting
crow's nest	fly casting
board	conservation
ship to shore telephone	artificial lures
open sea	trap fishing
sinker	seining
float	beach
reel	Gulf
casting	Bay
	Market

Over in the Meadow

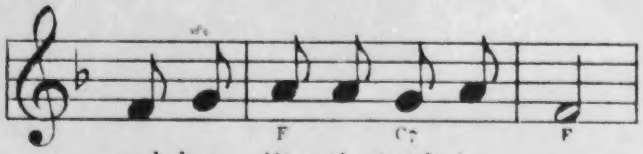
♦ 1. O - ver in the mea - dow,
2. O - ver in the mea - dow,



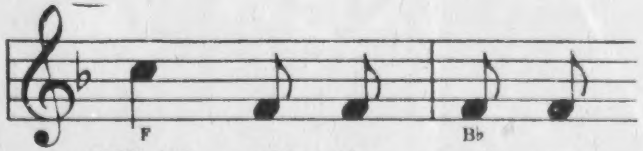
in the sand, in the sun,
where the stream runs so blue,



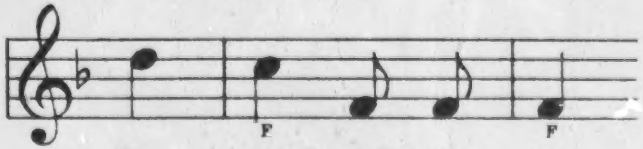
• Lived an old moth-er toad—
Lived an old moth-er fish—



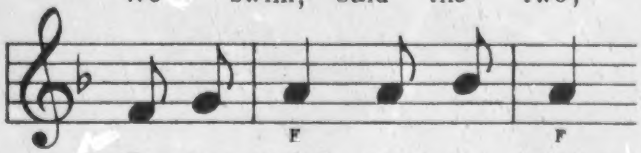
and her lit - tle toad - ie one.
and her lit - tle fish - ies two.



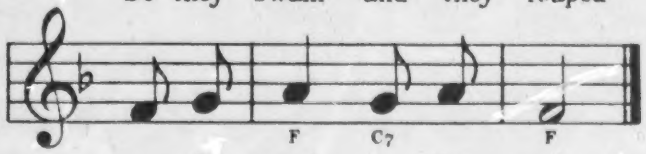
♦ "Wink!" said the moth - er,
"Swim!" said the moth - er,



• "I wink," said the one;
"We swim," said the two;



♦ So she winked and she blinked
So they swam and they leaped



in the sand, in the sun.
where the stream runs so blue.

3. Over in the meadow,
in a hole in a tree,
Lived an old mother bluebird
and her little birdies three.
"Sing!" said the mother;
"We sing," said the three:
So they sang and were glad
in the hole in the tree.

4. Over in the meadow,
in the reeds on the shore,
Lived an old mother muskrat
and her little muskies four.
"Dive!" said the mother;
"We dive," said the four:
So they dived and they burrowed
in the reeds on the shore.

Olive A. Wadsworth

Appalachian Folksong

If others are used, please list Titles

THE SEA PRINCESS

In a garden of shining sea-weed,
  Set round with twisted shells,
Under the deeps of the ocean,
  The little sea princess dwells.

Sometimes she sees the shadow
  Of a great whale passing by,
Or a white-winged vessel sailing
  Between the sea and sky.

Without the palace, her sea-horse
  Feeds in his crystal stall,
And fishes, with scales that glisten,
  Come leaping forth at her call.

And when the day has faded
  From over the lonesome deep,
In a shell as smooth as satin
  The princess is rocked to sleep.

Katharine Pyle

POEM

If I could be a fisherman
I'd catch a big fish for a pan
The whole world I would see
And be as happy as could be.

- One line could be put on the board and have the children complete it.
- A word or words could be left out in each line.

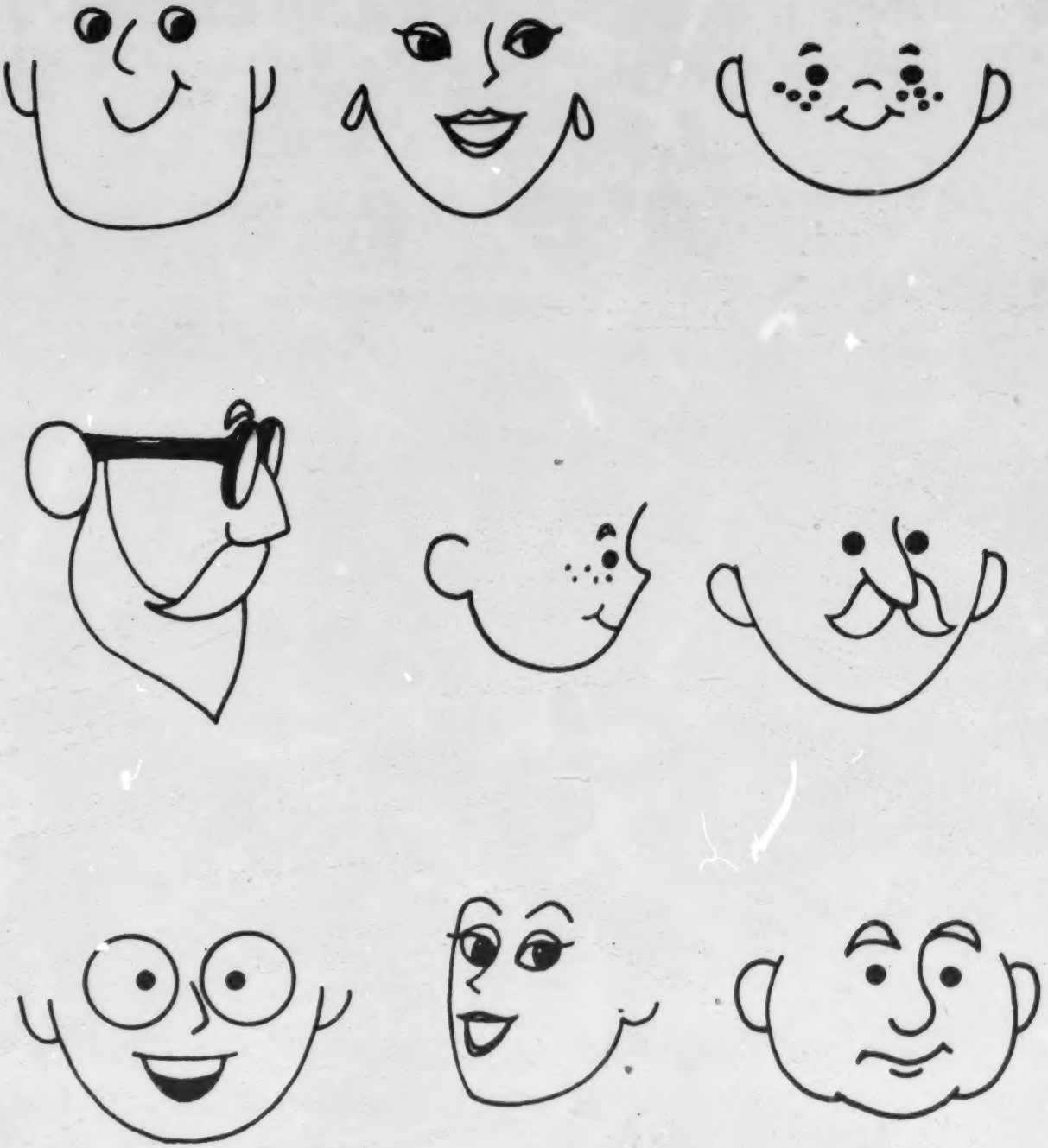
STORY To Finish:

I would like to catch a

MIRROR, MIRROR ON THE WALL

Yes	No		
___	___	1.	Do you think a smile gives you a pleasant look?
___	___	2.	Do you get enough sleep to make eyes bright?
___	___	3.	do you exercise regularly?
___	___	4.	Do you try to look neat?
___	___	5.	Do you bathe regularly?
___	___	6.	Do you brush your hair regularly?
___	___	7.	Do you brush your teeth regularly?
___	___	8.	Do you eat fruits and vegetables to make clear skin?
___	___	9.	Do you drink 8 glasses of water daily?
___	___	10.	Do you wash your hands before eating?
___	___	11.	Do you keep your shoes tied?
		12.	DRAW THE SHAPE OF YOUR FACE.
___	___	13.	Do you like the size of your ears?
___	___	14.	What shape are your eyes?
___	___	15.	What size is your mouth?
___	___	16.	Would you like to be taller?
___	___	17.	Would you like to be shorter?
___	___	18.	Do you want to be fat or thin?

"MIRROR, MIRROR ON THE WALL"



"MIRROR, MIRROR ON THE WALL"

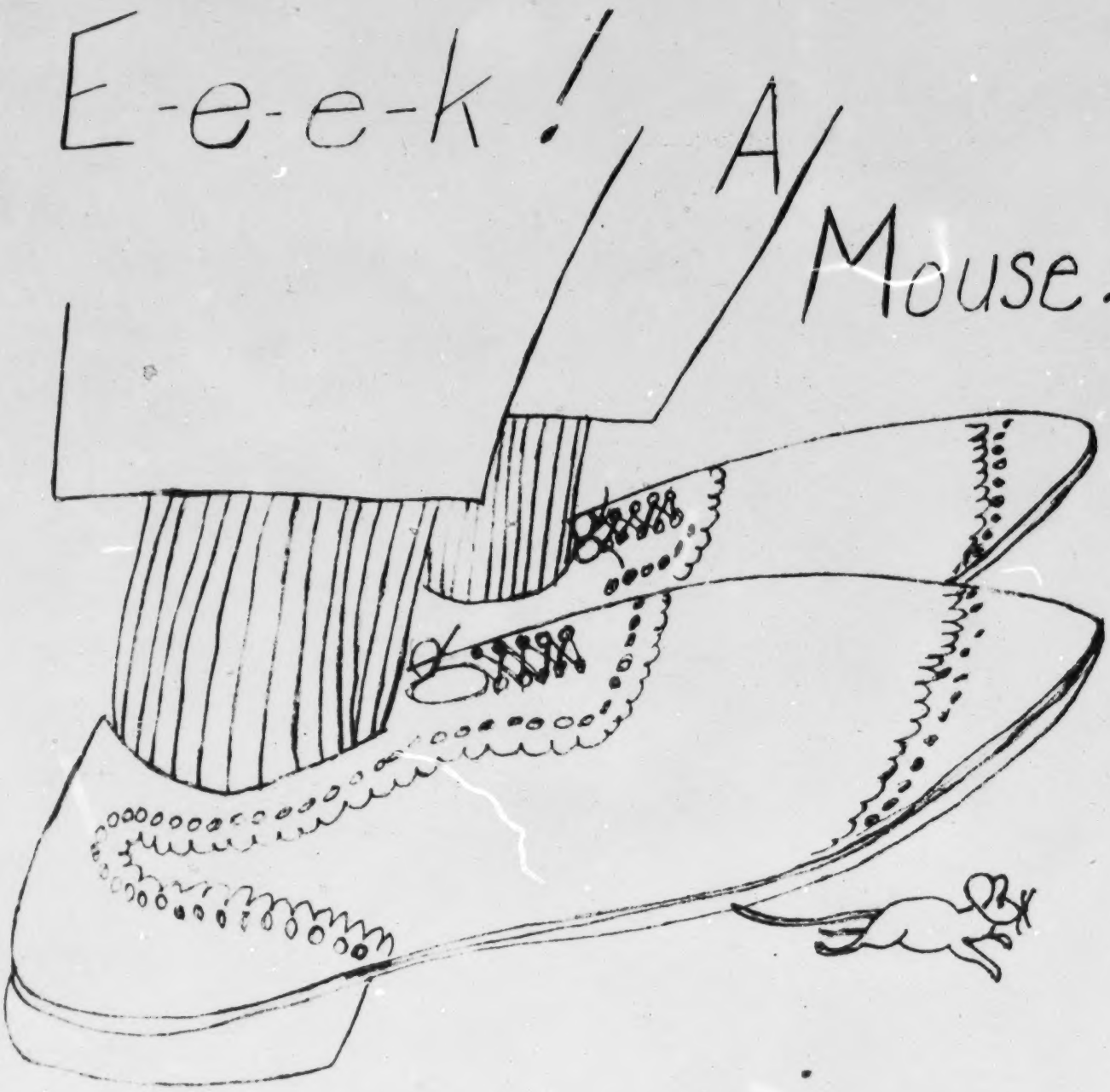
CREATING HAIR STYLES FOR A NEW LOOK:

Basic materials: 12 by 18 inch oaktag, scissors, crayons.

Procedure:

- Draw an oval toward the center of the oaktag which is approximately the size of a face.
- Cut the oval, but leave the frame intact.
- Now create a hair styling with light crayon.
- When it is pleasing, color it heavily with crayon, the color of your choice.
- Fill in the remaining area of oaktag with the side of a crayon.

Let the children trade their "New Look" with each other. Make sure mirrors are available.


E-e-e-k!
A
Mouse!

LONG, LONG AGO

Bulletin Board: Arrange scenes on the bulletin boards showing prehistoric creatures. Let the children cut the animals and plants from construction paper, inner tubes, or other media.

Class Museum: Collect relics, rocks, and shells with evidence of plant or animal life. Display these with the dinosaurs the children bring.

Directions for making a fossil: Sea shells, acorns, snail shells, leaves, bones fern frons, etc. may be used. These should be coated with oil so that they will come loose easily. Damp sand, soft clay, or plaster of Paris may be used. A fossil imprint of each child's hand made in clay or plaster of Paris and painted becomes an attractive wall plaque or paperweight.

Poem: SABERTOOTH

How I wish that I had been
A little cave boy living when
Old Sabertooth was snooping round,
Frightening everything he found.

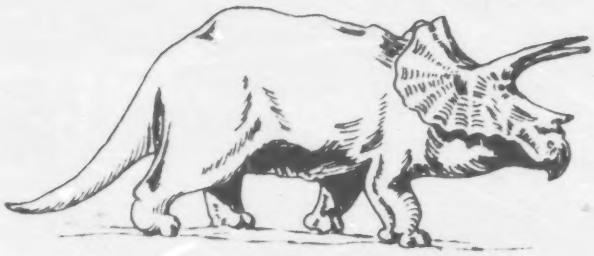
With my rough stone spear I know,
I could have dealt a mighty blow,
I would have brought him to the ground,
And when he fell -- oh, what a sound!

Poem: MAMMOTH

What a frightful thing to see,
A mammoth taller than a tree,
With his tusks so sharp and long,
He treated everybody wrong.
Now he has become extinct.
(That's a big word, don't you think?)
But he is gone. There is no worry
About climbing trees in such a hurry.

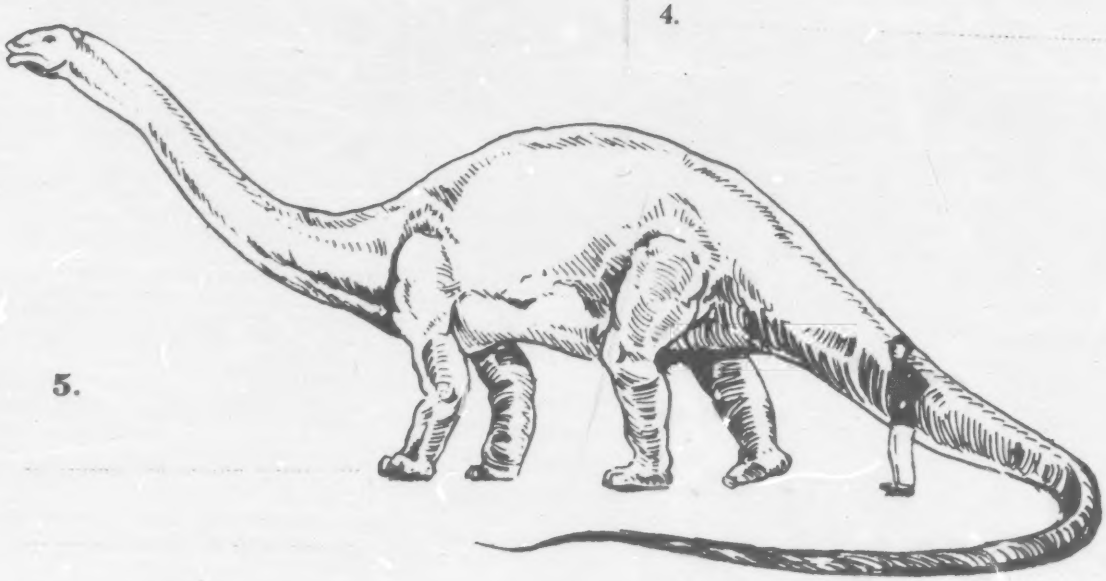
1. .....

2. .....



3. .....

4. .....



5. .....

Fill each blank with the number of one or several of the dinosaurs

1) Dinosaur number _____ was probably the fiercest of all the dinosaurs.

2) Dinosaurs numbered _____ ate grass and the leaves of trees but no meat.

3) Dinosaur number _____ liked to wade in swamps and eat plants that grew there.

4) Dinosaur number _____ had horns on its face, and its head was covered with bone.

5) Dinosaur number _____ was the largest kind of dinosaur that ever lived.

6) Dinosaur number _____ had strong skin between its body and its arms, and it could fly.

7) Dinosaur number _____ fought other dinosaurs and ate them.

8) Dinosaur number _____ had horns on its tail and fought by swinging its tail at animals.

9) Dinosaur number _____ had many sharp teeth and used them to kill other dinosaurs.

10) Dinosaurs numbered _____ moved very slowly.

LONG, LONG AGO

Peep Show: Line the top and sides of a shoe box with light blue paper to represent the sky. Arrange trees in the background and place in the foreground small animals made from clay, aluminum foil, or brought from home. Cut a small opening in the front of the box and cover this with cellophane. View the picture through this opening.

Bone Chant: Collect small bones or large bones. The small ones may be placed in a container to shake. The larger ones may be tied together to shake. The class will start the chant "Long, Long Ago", "Did You Know", "Long, Long Ago", "Did You Know", to the rattle of the bones. The teacher can add a fact after the second "Did You Know" about a dinosaur. The teacher will then point to a child to keep the chant going by giving a fact.

TAKE A LETTER, PLEASE

Secretary Work List

boss	files	polite
carbon	machines	shorthand
copy	neat	spells
desk	notebook	telephone
dictation	notes	typewriter
eraser	office	type
		voice

ROCK HOUNDS

"CLASSIFICATION OF ROCKS ACCORDING TO HARDNESS"

Hold a piece of talc or chalk and scratch it with your fingernail. Any rock that can be scratched by a fingernail is a very soft rock. Take the penny and a piece of calcite or flourite. Can the penny be scratched by the fingernail? (No) Can the penny scratch the calcite? (Yes) But not the fingernail.

Try to scratch the penny with the knife. Ask the children which is the hardest. Scratch some rocks with the knife and with the penny to demonstrate which rocks are harder than the penny but softer than the knife. Flourite and hornblende may be used.

Explain that rocks that are harder than the knife will scratch the knife. Such rocks would also scratch the glass. Demonstrate this using some quartz or feldspar.

Ask the children why it would be important to know the hardness of rocks. Ask them to research what the hardest rock is (diamond). Ask them how they could tell. (It could scratch all the other rocks.)

very hard	Scratches glass
hard	knife scratches rock - not copper penny
medium	copper penny scratches rock - not fingernail
soft	fingernail scratches rock

Have the children follow this activity with a treasure hunt for the next few days to see who can find the hardest rock. Let the winner prove that his rock is the hardest. Record all the rocks they find with the following classification of hardness:

a. fingernail
b. penny
c. knife
d. glass

HOW BUGGY ARE YOU?

GIANT INSECTS:

Basic Materials: 18" by 24" manila paper, crayons, scissors, felt-tip pen markers.

... Fold manila paper in half the long way.
... Draw half an insect on the paper using the fold as the center of the insect's body.
... Cut the insect out and open it flat for the complete insect body.
... Outline each section with felt-tip marker.
... Color in the shape, adding insect marking with crayons.
... Add 2 thin cut out antennae.
... Fold the legs inward and fold on the original crease.
... Attach paper springs to the under portion and tape to bulletin board and other places around the room.

INSECT TRAP:

... Select a can. Dig a hole to fit the can. Place the can in the hole. Put food in the can. Cover with wire.

INSECT CAGES:

... Place a lamp chimney over a growing plant in a flower pot. Cover the top of the chimney with rubber-band held gauze or screen. A fish bowl or large jar can be used. Provide a cap or sponge of water.

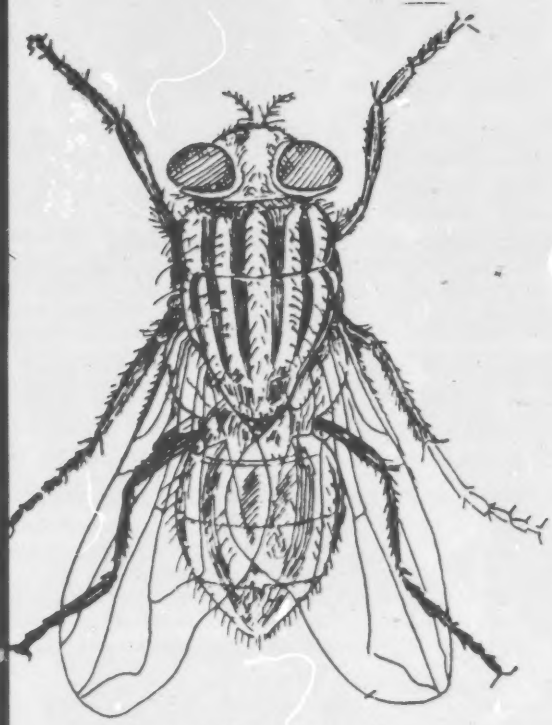
VIVARIUM:

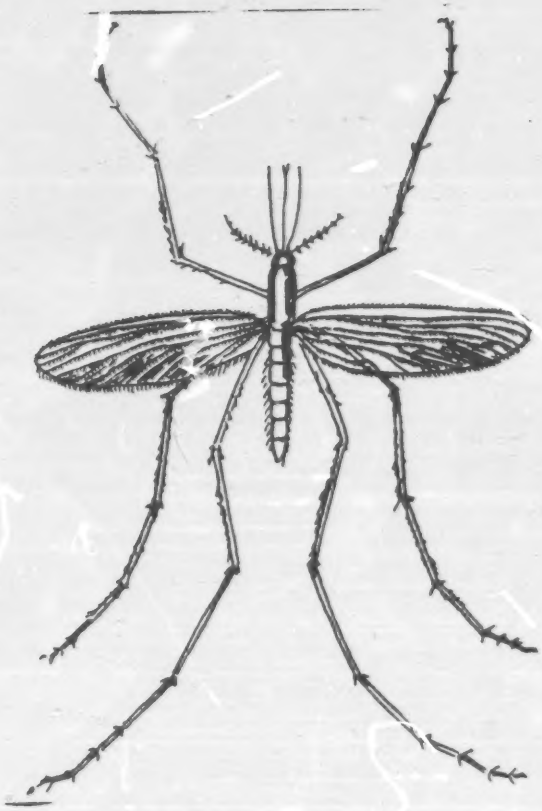
... Terrariums can be converted into vivariums if insects are added. Crickets, grasshoppers, beetles, and cockroaches do well in these. Place a jar lid inside for water. Bits of food can be placed in the opposite corner. Use natural surroundings for insects. Wire screening should be the covering.

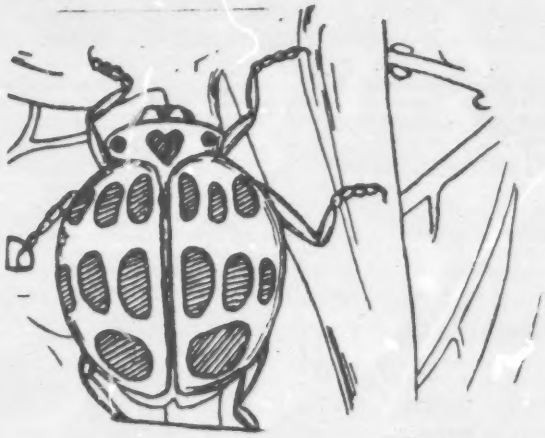
INSECT BOX PUPPET:

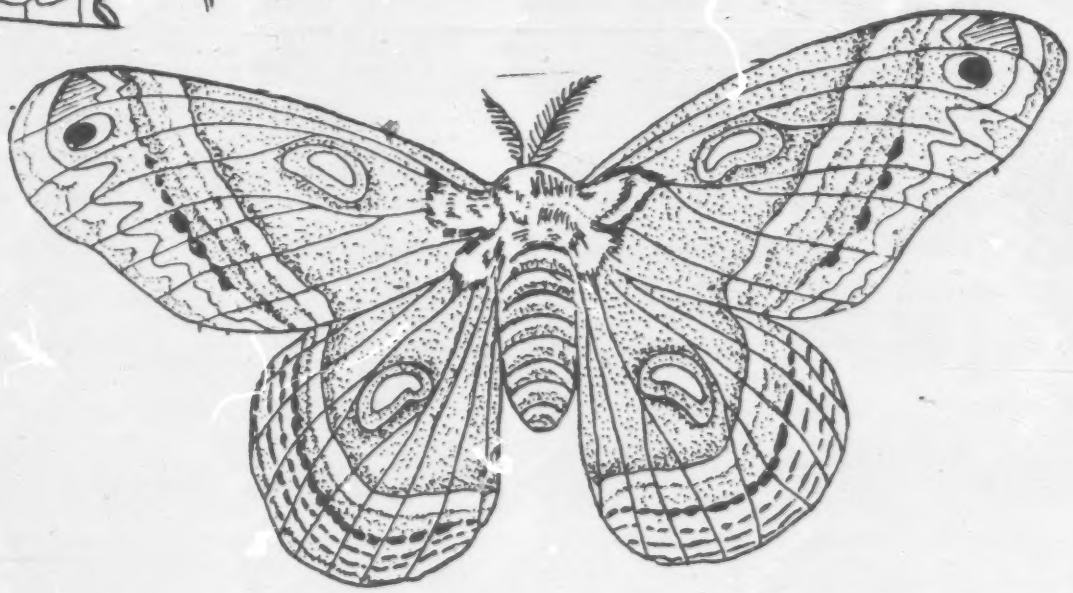
... Tape the ends of two small cereal boxes together.
... Paint the puppet to resemble an imaginary insect.
... Add cut out decorations.
... Cut toes off an old sock and cement it to the outside of the insect head for the body of the puppet.

HOW BUGGY ARE YOU?

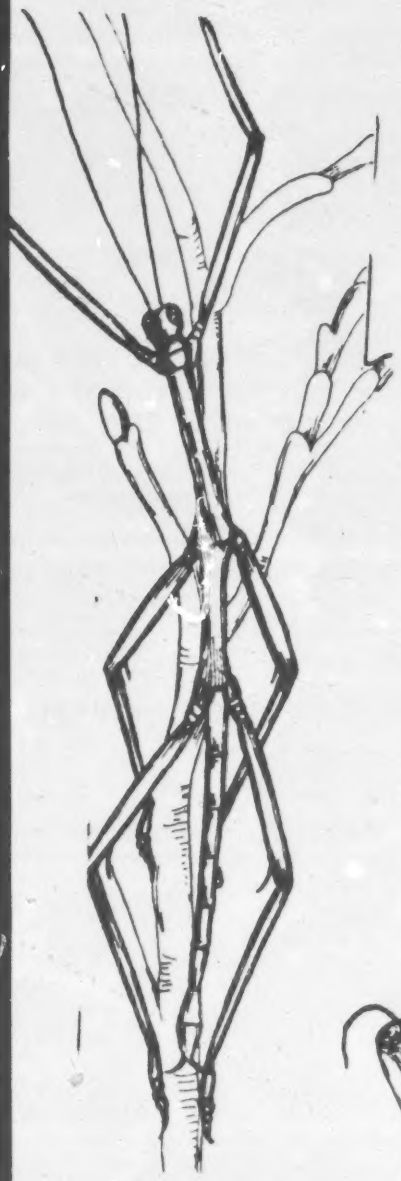


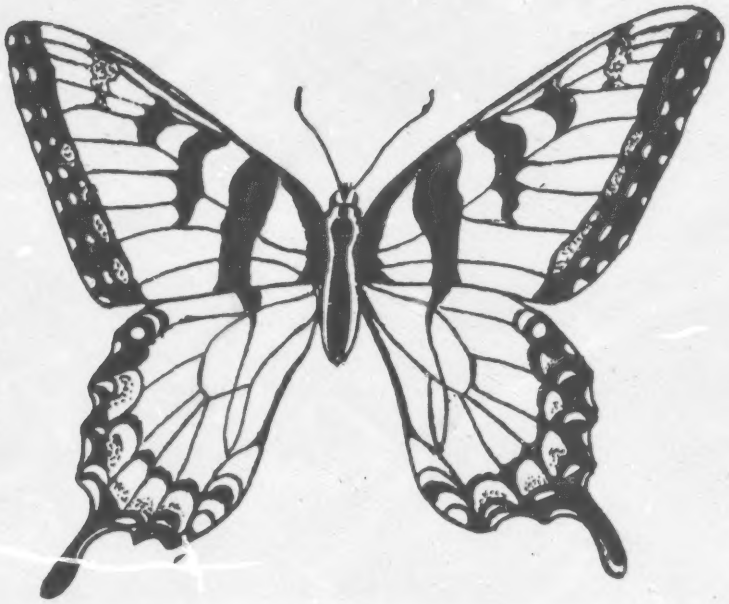




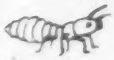


HOW BUGGY ARE YOU?





HOW BUGGY ARE YOU?

1. All insects are	animals	butterflies
2. An insect has ..... legs.	six	eight
3. Many insects have	hands	wings
4. An insect has ..... feelers.	two	four
5. An insect has ..... parts to its body.	two	three
6. These are →	legs	feelers
7. These are →	legs	feelers
8. A ..... an insect.	is	is not
9. A ..... an insect.	is	is not
10. A ..... an insect.	is	is not
11. A ..... a helpful insect.	is	is not
12. A ..... a helpful insect.	is	is not
13. A  lives in	wood	brick
14. A lives	in trees	in water

TO THE LADYBIRD

Lady-bird! Lady-bird! fly away home;
The field-mouse is gone to her nest,
The daisies have shut up their sweet sleepy eyes,
And the bees and the birds are at rest.

Lady-bird! Lady-bird! fly away home;
The glow-worm is lighting her lamp,
The dew's falling fast, and your fine speckled wings
Will be wet with the close-clinging damp.

Lady-bird! Lady-bird! fly away home;
The fairy-bells tinkle afar;
Make haste, or they'll catch you, and harness you fast,
With a cobweb, to Oberon's car.

Old English Song

FIREFLIES

Little lamps of the dusk.
You fly low and gold
When the summer evening
Starts to unfold,
So that all the insects,
Now, before you pass,
Will have light to see by
Undressing in the grass.

But when night has flowered
Little lamps a-gleam,
You fly over tree-tops
Following a dream.
Men wonder from their windows
That a firefly goes so far—
They do not know your longing
To be a shooting star.

Carolyn Hall

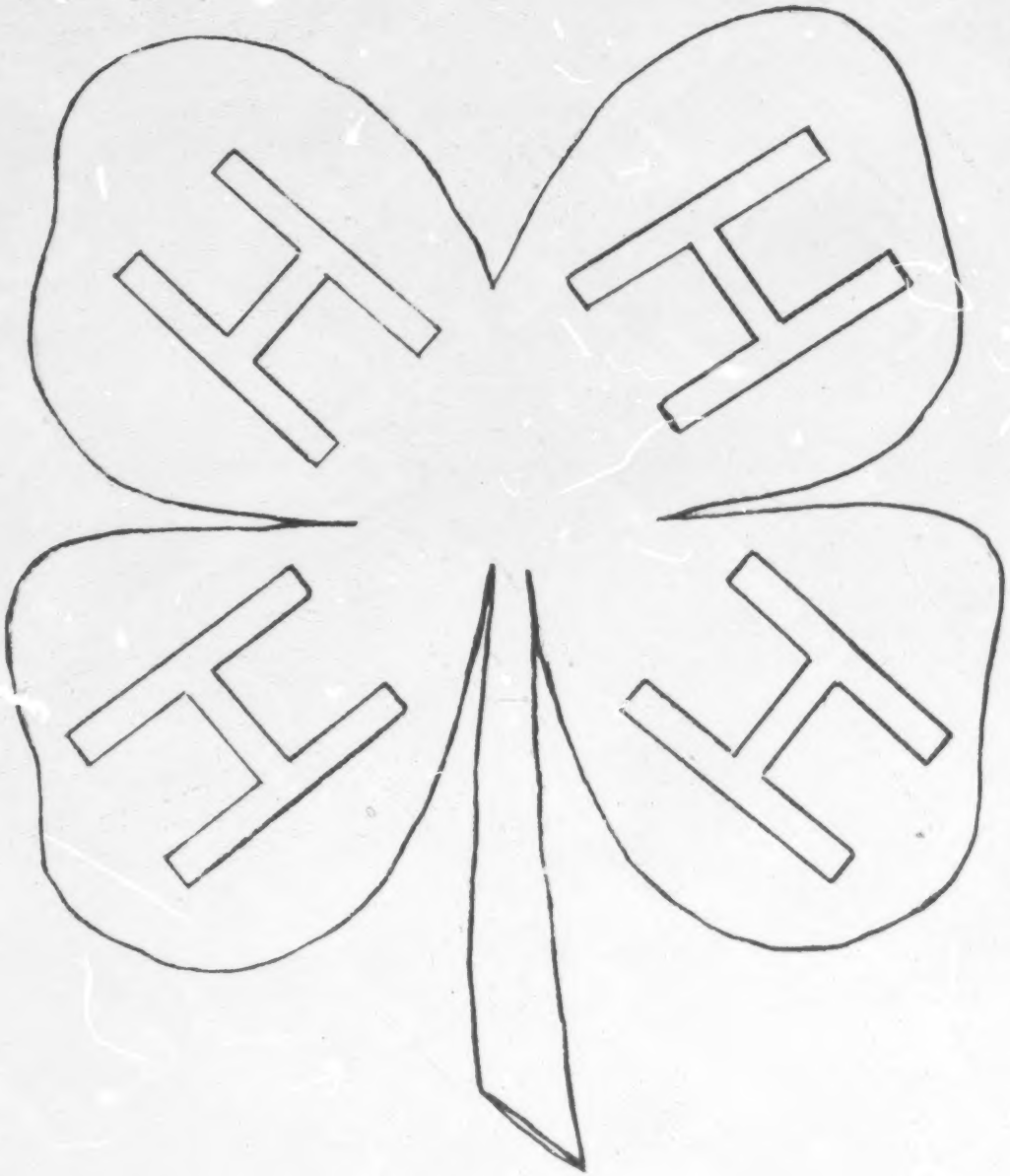
LITTLE BLACK BUG

Margaret Wise Brown

Little black bug,
Little black bug,
Where have you been?
I've been under the rug,
Said the little black bug.
Bug-ug-ug-ug.

Little green fly,
Little green fly,
Where have you been?
I've been way up high,
Said little green fly.
Bzzzzzzzz.

Little old mouse,
Little old mouse,
Where have you been?
I've been all through the house,
Said little old mouse.
Squeak-eak-eak--eak-eak.



The 4-H Emblem. The four H's stand for head, heart, hands, and health.

GOOD MORNING SUNSHINE

1) I like to talk to my Teacher. (yes---------no)

2) I like to talk to my Mother. (yes---------no)

3) I like to talk to my Father. (yes---------no)

4) I like to talk to the Principal. (yes---------no)

5) I like to talk to the School Nurse. (yes---------no)

6) I like to talk loud. (yes---------no)

7) I like to watch TV. (yes---------no)

8) I like to read. (yes---------no)

9) I like to talk on the telephone. (yes---------no)

10) I like to listen to the radio. (yes---------no)

11) I like to read the newspaper. (yes---------no)

12) I like to write letters. (yes---------no)

13) I like to get letters. (yes---------no)

14) I like to talk to my friends. (yes---------no)

15) I like to talk to the class. (yes---------no)

16) I like to listen while others are talking. (yes---------no)

17) I would like to be on TV. (yes---------no)

18) I like to have my picture and name in the newspaper. (yes---------no)

19) I would like to talk on the radio. (yes---------no)

20) I try to use correct English. (yes---------no)

GOOD MORNING SUNSHINE

Use any classroom situation to emphasize communication to the students.

Example:

Teacher: (Ted comes in the door) Good morning. How are you today, Ted?
Ted : Fine.
Judy : I have a headache.
Steve : We went to Six Flags.
Teacher: The bell has rung. Fix your spelling papers.
Sam : I don't have a pencil.
Sue : May I go to the rest room?
Teacher: Yes, Sue go the rest room. Sam, here's a pencil. Now back to the spelling.

Newspage Suggestions:

Select an editor, reporters, printers, etc. Include stories about things happening in the class, poems, pictures, and things which pupils are capable of doing. Let the children who print well be the printers. The articles may be glued to a sheet or sheets of newsprint.

How to Make a Microphone:

Use a broomstick, small can, and a base of wood. Use the microphone for radio programs, such as songs, stories read from basal or supplementary readers, plays from readers, storytelling, poetry.

Telephone Usage:

Teach telephone manners.
Teach the children certain numbers such as police, fire station.
Teach courtesy on a party line.
Stress replacing the receiver in its place.
Stress unnecessary use of the telephone.

Letter Writing:

This should be a way of showing the child that any note or letter from school is a way of communication. Compose a short letter about a school activity for the child to take home. In return, the child will write and bring a response from home.

Worker Interview Questions

I. Job title _____

A. What do you do on this job? _____

_____

II. Future employment prospects

A. What demand is there for this job? _____

_____

B. What training do you need for this job? _____

_____

III. What qualifications must you have for this job?

A. Age _____

B. Skills required _____

C. Other physical requirements _____

_____

IV. What are your feelings about this job?

A. What do you like about it? _____

_____

B. What do you dislike about it? _____

_____

V. How is the work environment?

A. Is it clean? Noisy? _____

B. Do you work alone or with others? _____

_____

C. Is your job dangerous? _____

_____

KEEP THOSE WHEELS ROLLING

Worker Interview Questions

Asking good questions will enlarge your knowledge of the work world. You should learn the following questions and use them when you talk to workers on the job or in the classroom.

1. What is the name of your job?

2. What do you do on the job?

3. What do you find interesting about your job?

4. What education or special training is needed for your job?

5. What tools or special equipment do you use on your job?

6. Does your job require a lot of extra time? Do you work nights or weekends?

7. Does your work setting appeal to you?

8. Are people with your skill generally in demand?

9. What are some qualities needed for job success?

10. What other careers have you considered?

Questions for Class Discussion

1. What is your job?
   What do you like about it?
   What is your work day like?
   Do you work at night? Days only?
   Do your job duties change from day to day?

2. Would you like to change jobs?
   What else would you like to do?

3. What training or preparation is needed for your job?
   Are there age, weight, or height requirements?
   What specific skills do you need?
   What aptitudes do you need?

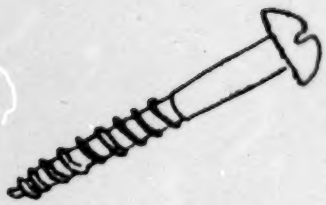
4. What school subjects would be valuable on this job?

5. What else can you tell us about your work that would help us make future plans?

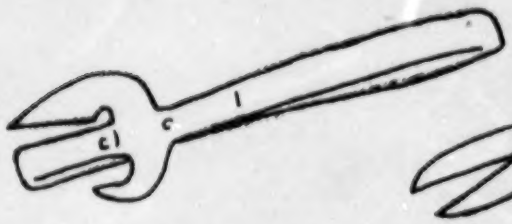
Name _____

HERE ARE MANY MACHINES

Can you name them?

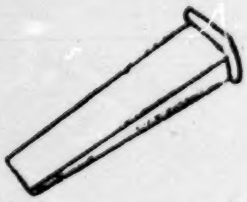


1. _____



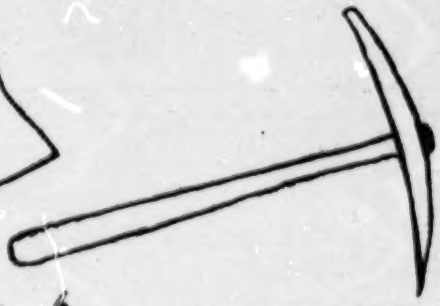
2. _____

3. _____



4. _____

5. _____



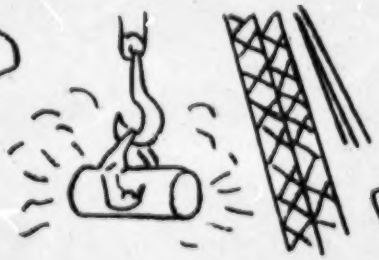
6. _____

7. _____

8. _____

9. _____

10. _____



11. _____

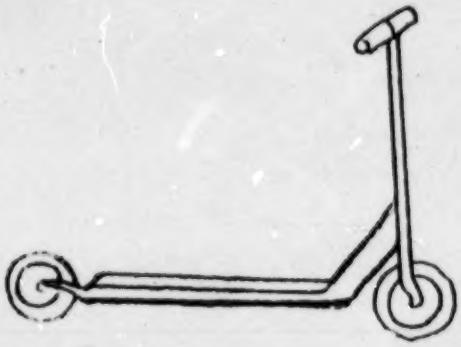
12. _____

Fill in the blanks with: pick, hatchet, saw, axe, screw, can opener, screw driver, wrench scissors, wedge, crane, car jack

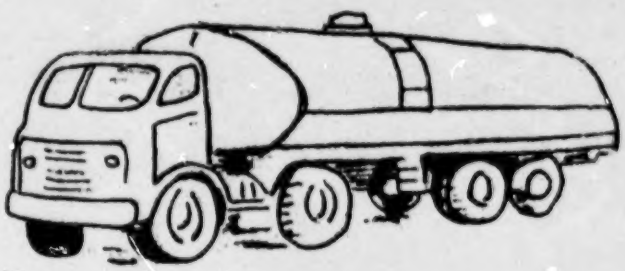
Name _____

THESE MACHINES HAVE WHEELS

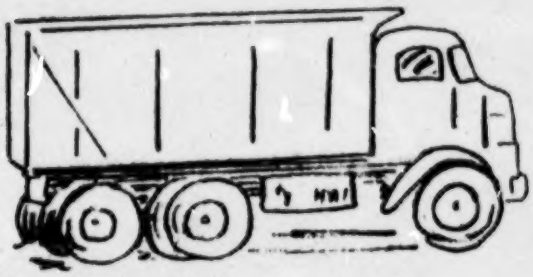
Name the machines. Count the number of wheels on each.



1. A _____ has ___ wheels.



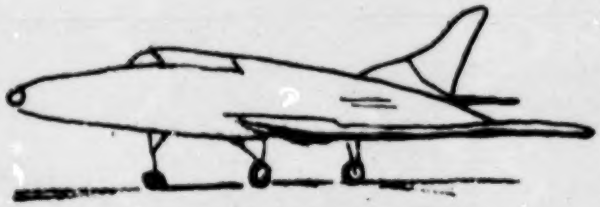
2. A _____ has ___ wheels.



3. A _____ has ___ wheels to carry a heavy load.

4. A _____ has ___ wheels.

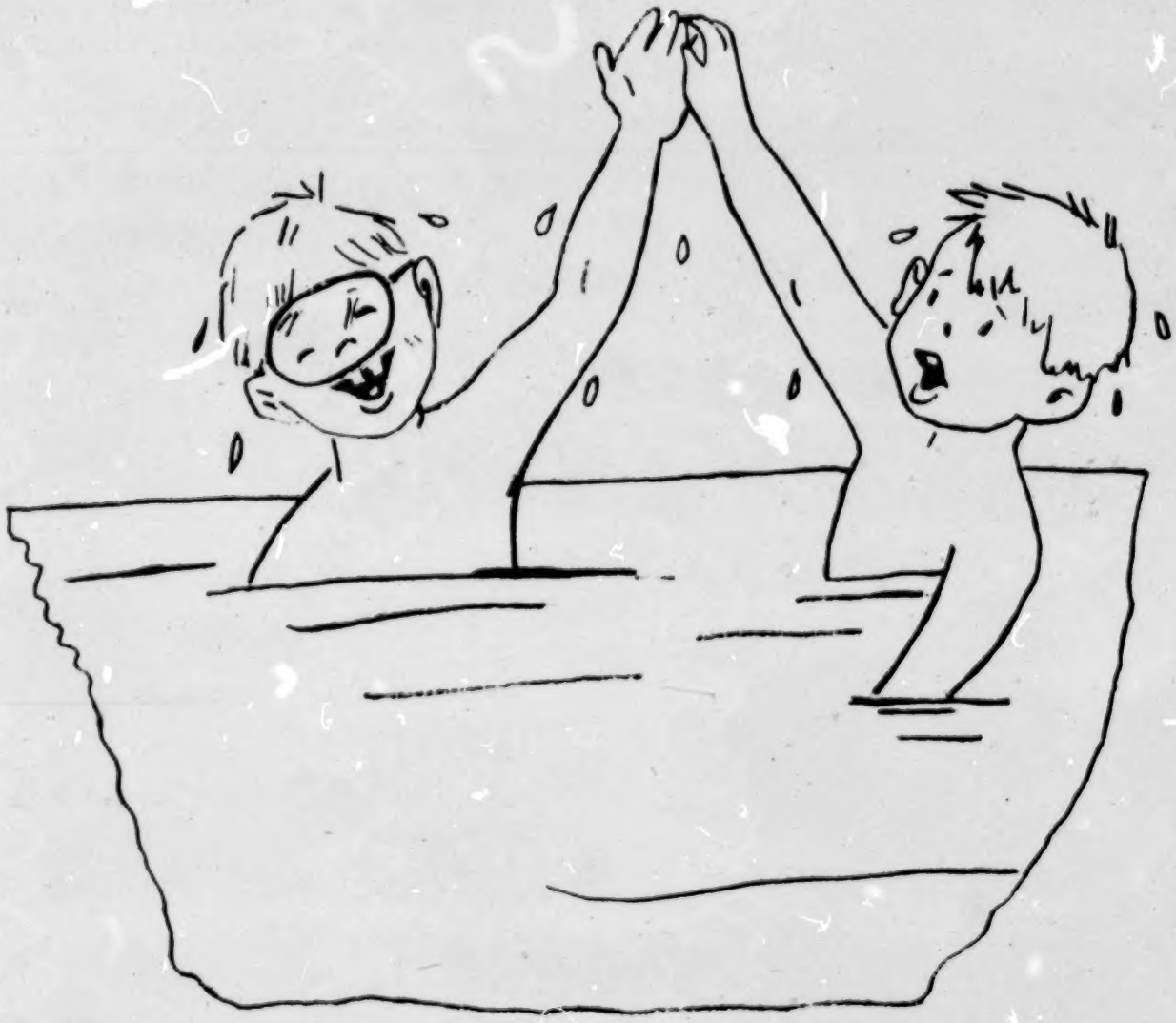
5. A _____ has ___ small wheels and ___ large wheels.



6. An _____ may have ___ wheels. Some have more.

Fill the blanks in with: baby go-cart, airplane, scooter, tank truck, dump truck, tractor; numbers 2, 3, 4, 8, 10.

ALWAYS SWIM WITH A 'BUDDY'



BE MY BUDDY!

Rules of Water Safety

1. Always swim with a "Buddy", whether in a public pool or elsewhere.

2. No "horseplay" at a pool.

3. Swim only where there's a life guard, which could be some older member of your own family who can swim.

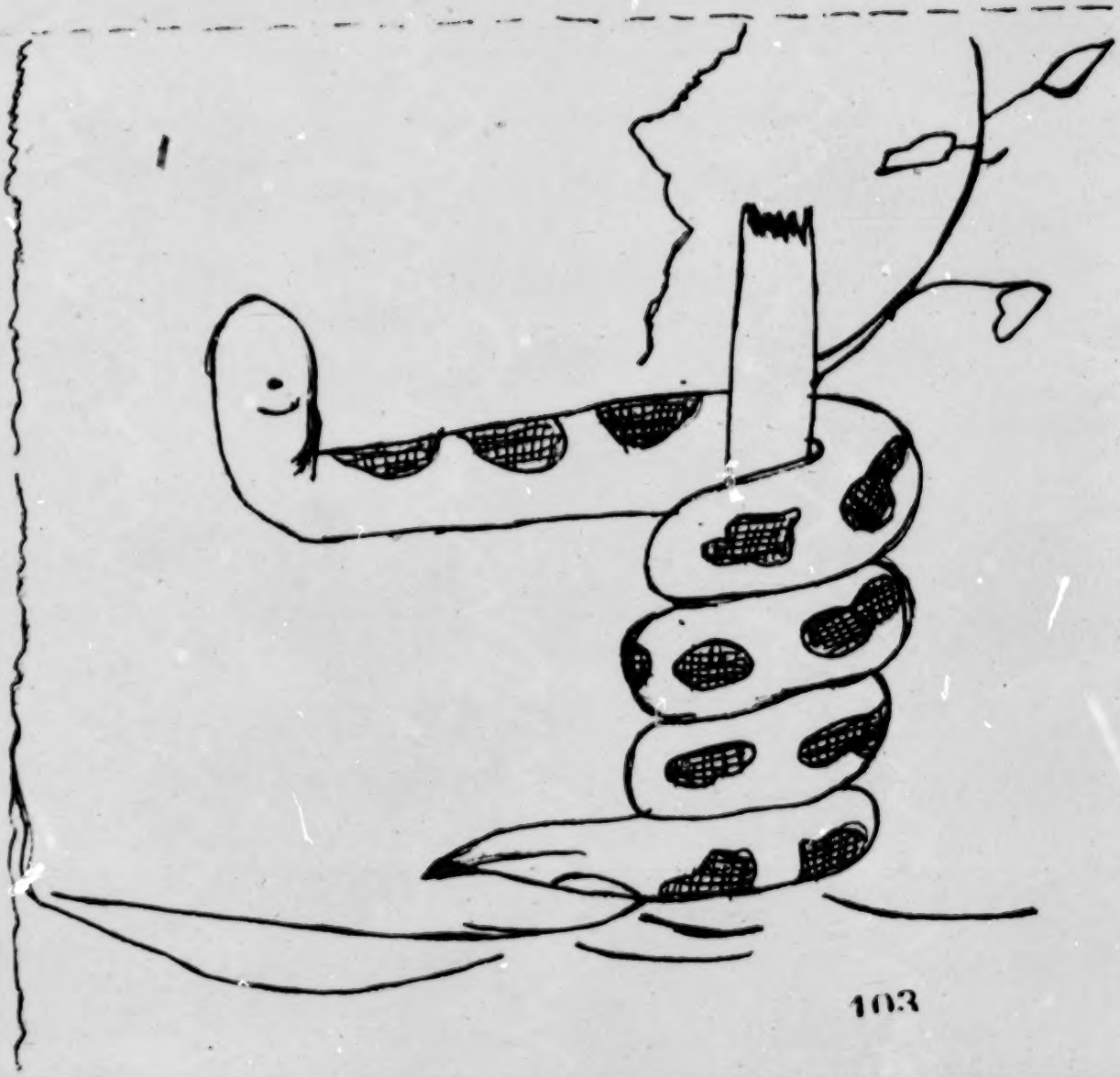
4. Never wade into a river or pool unknown to your parents or without supervision. It could take your life.

5. Avoid swimming for one to two hours after eating.

6. If at all possible, take swimming lessons from a competent teacher just as soon as possible -- the younger you start the better.

7. Water wings and inflated car tubes are not always safe, but they add some measure of safety to the non-swimmer. Keep to shallow water or be sure that an adult who can swim is watching you carefully when you are using these floatation devises.

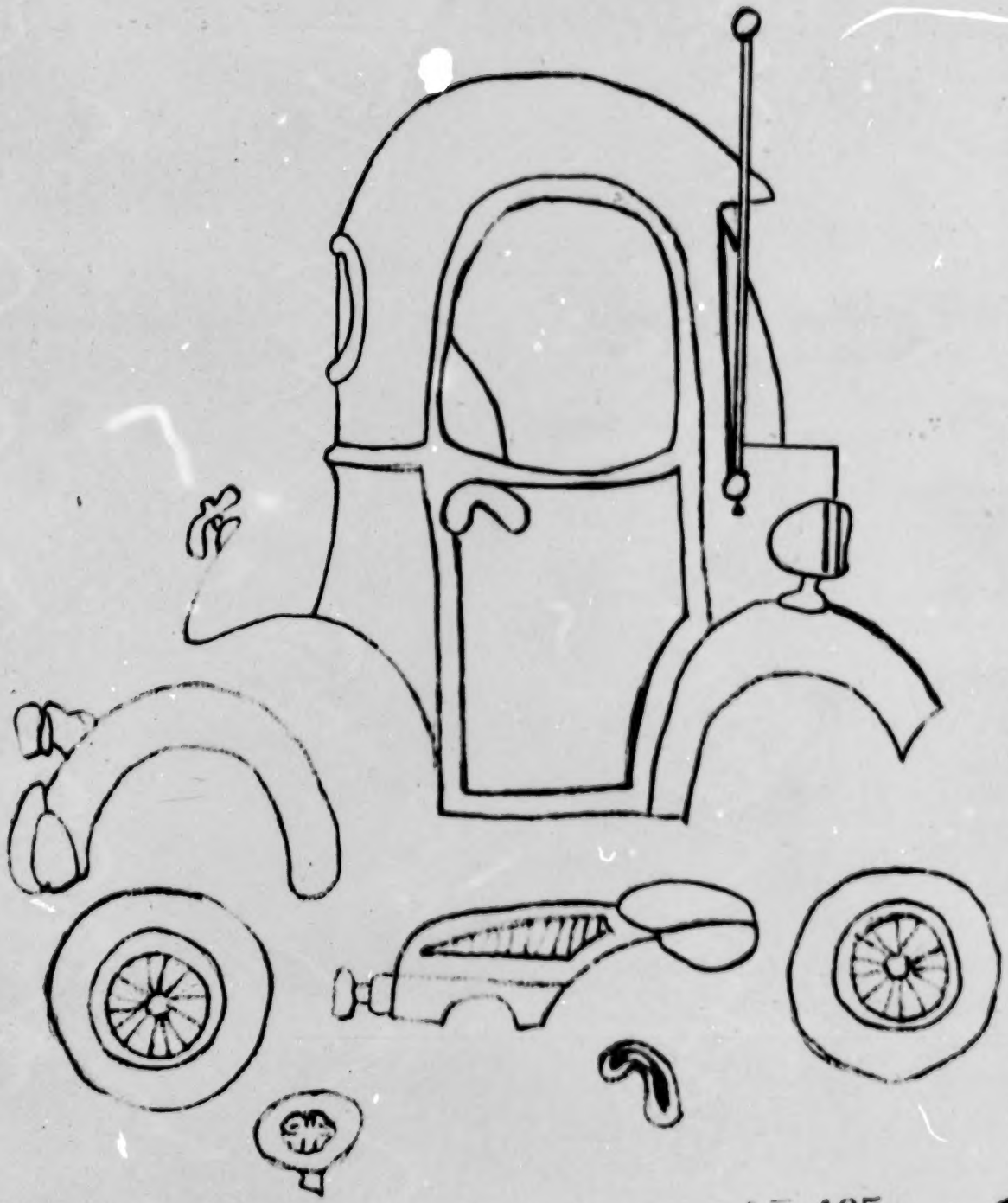
FILL 'ER UP !



(Suggested Captions)

(Fill 'Er up!)

FILL 'ER UP!



FILL 'ER UP!

Pictures on following page:

1)Count the wheels on the pick-up. ----------

2)Count the wheels on the bicycle.----------

3)Count the wheels on the tank truck.----------

4)Count the wheels on the car.----------

5)Count the wheels on the wheelbarrow.----------

6)Count the wheels on the jeep.----------

7)Count the wheels on the boat.----------

8)Count the wheels on the wagon.----------

9)Count the wheels on the bus.----------

10)Count the wheels on the train engine.----------

11) How many of these vehicles have you ridden in?----------

12) How many vehicles are on the picture page?------- ------

13) How fast will a car run?----------

14) How fast will a bicycle run?----------

15) How fast will a bus run?----------

16) How fast will a wheelbarrow run?----------

17) How fast will a boat run?----------

18) How fast does a jet fly?----------

19) Which is faster? A jeep or a jet. ----------

20) Which is faster? A bicycle or a pick-up.----------

4	Jeep wheels
+ 6	Bus wheels
	Wheels

2	Bicycle Wheels
+ 6	Tank Truck Wheels
	Wheels

1	Wheelbarrow Wheels
3	Helicopters Wheels
+ 0	Monorail Wheels

4	Car Wheels
4	Jeep Wheels
+ 4	Wagon Wheels
	Wheels

The train has 44 wheels. The bus and tank truck have 12 wheels. How many more wheels does the train have than the tank truck and bus?

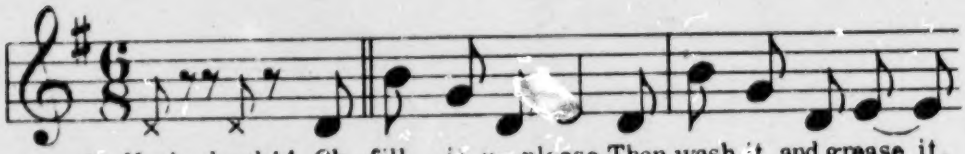
~~16~~----------

FILL 'ER UP!

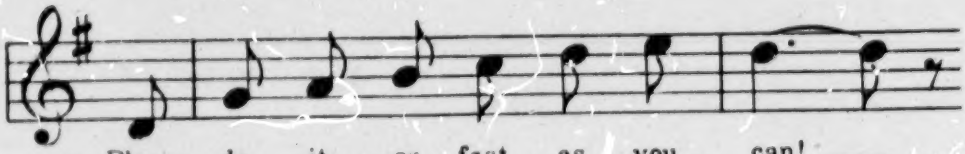
AUTOMOBILE RELAY RACE
Playing Area--Playground, Playroom
Equipment--None
Number of Players--Any Number
Kind of Game--Relay

Two or more short files of children line up, side by side behind a starting line which is from thirty-five to forty feet from its own goal. Each file or team chooses the name of an automobile. At a signal, the first one of each line runs forward, around the goal and back, and touches the right hand of the next player on his team, this one moving up to, but not over the starting line. The first runner then runs to the foot of the line while the second player repeats his play, and so on until every one on his team has played and the first player is back again at the starting line.

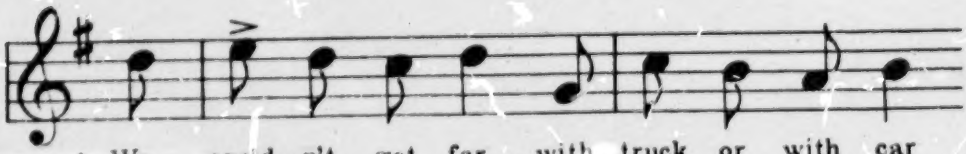
The Gas Station Man



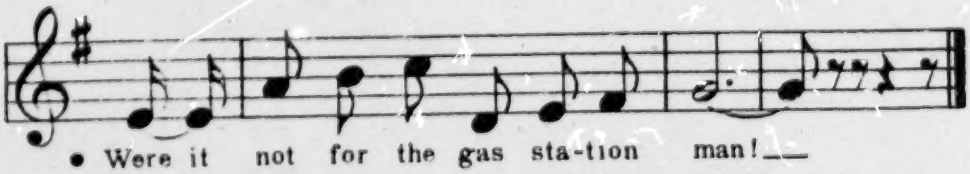
Honk honk! 1. Oh, fill it up, please, Then wash it and grease it,
2. He cleans the wind-shield And checks all the tires —
3. The gas sta-tion man Will help when he can; —



Please do it as fast as you can! —
And says that they look pret - ty good! —
He's such a good per - son to know. —



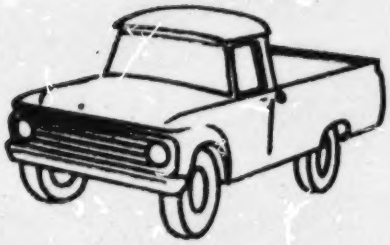
We could - n't get far with truck or with car
Then just to make sure that ev - 'ry - thing's right,
When tak - ing a trip, he gives you a tip,

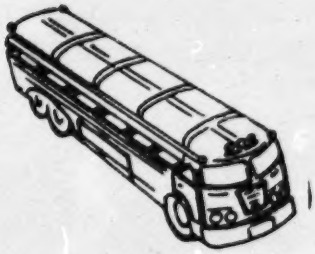


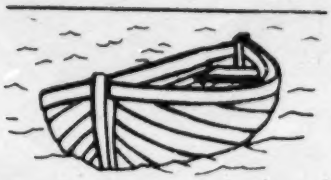
Were it not for the gas sta-tion man! —
He — takes a look un - der the hood! —
And — tells you which way you should go! —

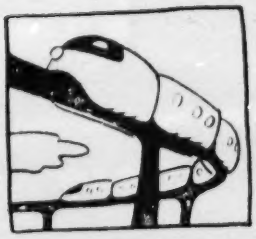
Words and music by Charles F. Bryan

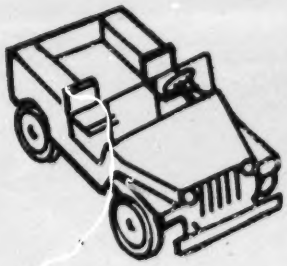
FILL 'ER UP !

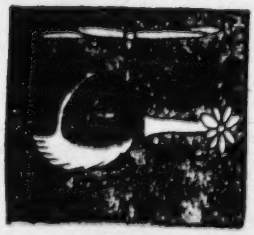


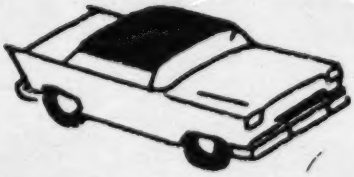












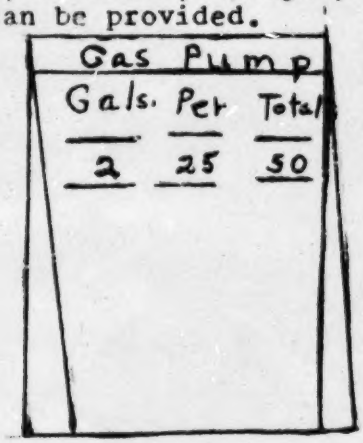
FILL 'ER UP!

CLASSROOM SERVICE STATION:

Gas Pumps: Use a cardboard box, (any size). Cut end flap so it will stand up. Write on this flap Gas Pump. On the solid side of the box make slits and write above the slits (number of gallons, price per gallon, total). Make 3 rolls of paper with the numbers for the above to pull thru the slits.

Dress: Secure ties, caps, etc. for the children to wear.

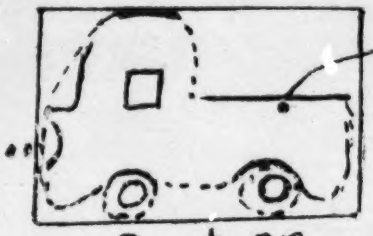
Props: Any hoses, wrenches, sponges, toy money, toy cash registers, etc. can be provided.



FREE HAND TRUCKS:

. Take a heavy sheet of paper and fold it the short way, making a tent fold.
. Draw a picture of the truck on one side of the folded paper.
. Cut away the part not to be used.
. Sketch in features and color.

Draw



Cut on dotted line

. Fold this part to the inside and paste to make solid.

.. Staple the front to hold together.

Mileage Meter:

This is a can with paper around it in 3 strips, just loose enough so that it will turn easily. Each strip has numbers around it. Turn the strips to change the numbers.

Ding! Dong!

Cover Caricature

Student
Willie Wiggle

Student
Wanda Wiggle

Ding! Dong!

Hooker Caricatures

Cafeteria Helper

Mrs. Yum Yum

Superintendent

Mr. Loves 'Em All

The Principal
Mr. Does A Lot

Nurse
Mrs. Keepwell

Ding! Dong!

Music Teacher
Mrs. Latido

Lunchroom Manager
Mrs. Planner

Ding! Dong!

P.E. Coach Flip

Librarian
Mrs. Friendtou

Ding! Dong!

Custodian

Mr. Tidy

Counselor

Mrs. Me Help You

Bingl Dong!

Secretary

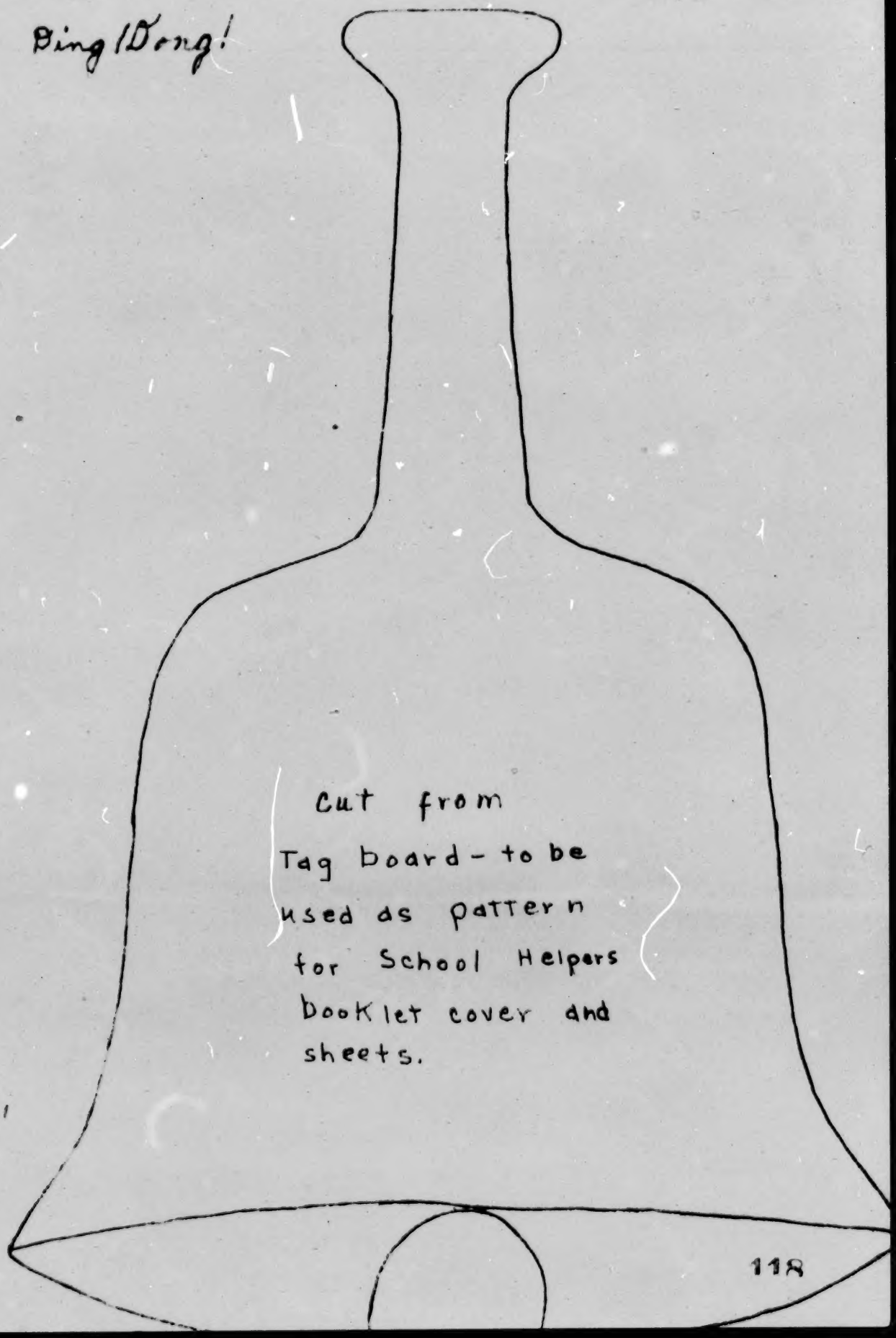
Miss Do All

Teacher

Miss Lovlee

Ding! Dang!

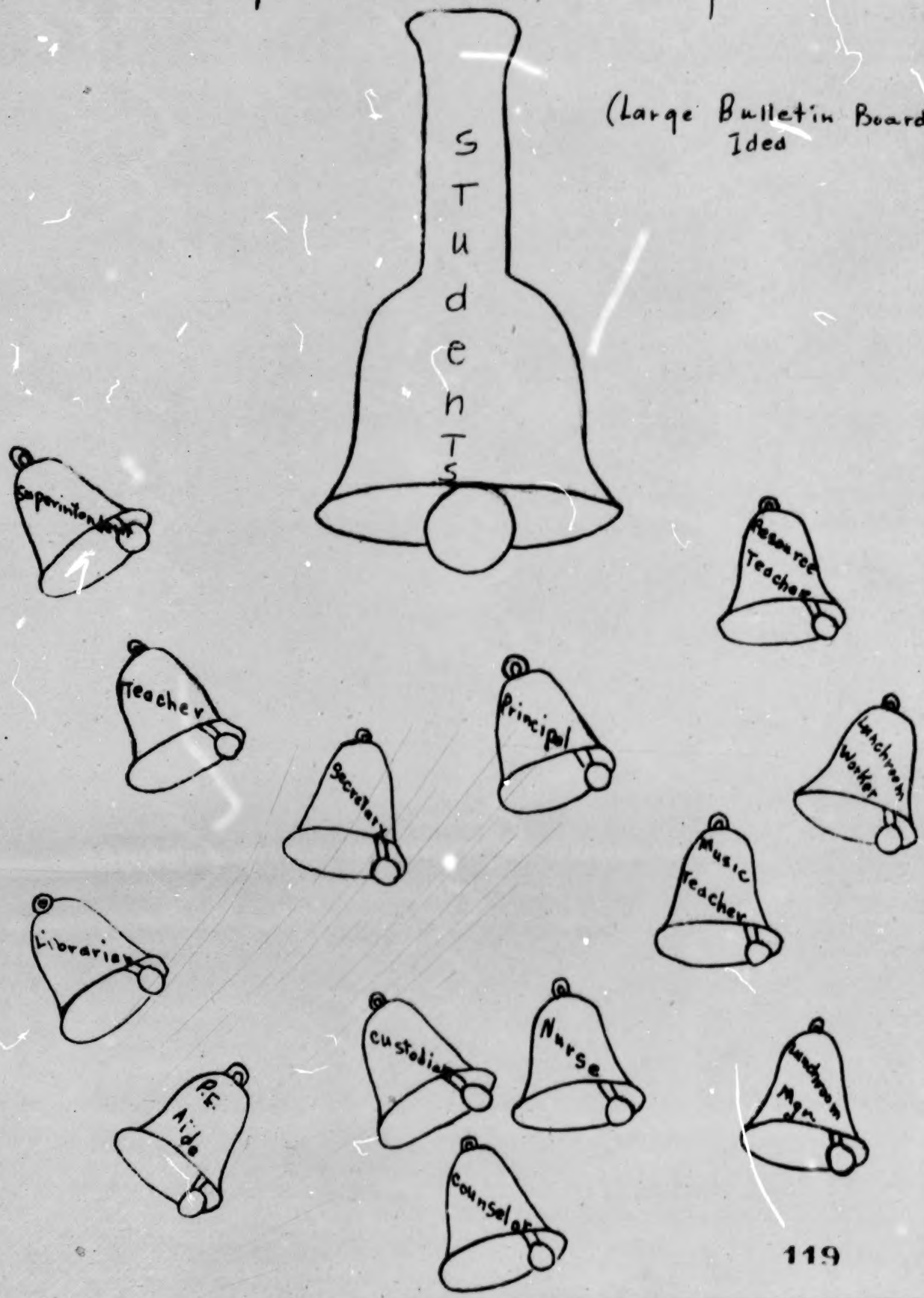
Ding Dong!



Cut from
Tag board - to be
used as pattern
for School Helpers
booklet cover and
sheets.

Who Rings the Bell at My School?

(Large Bulletin Board Idea



LET'S GO TO PRINT!

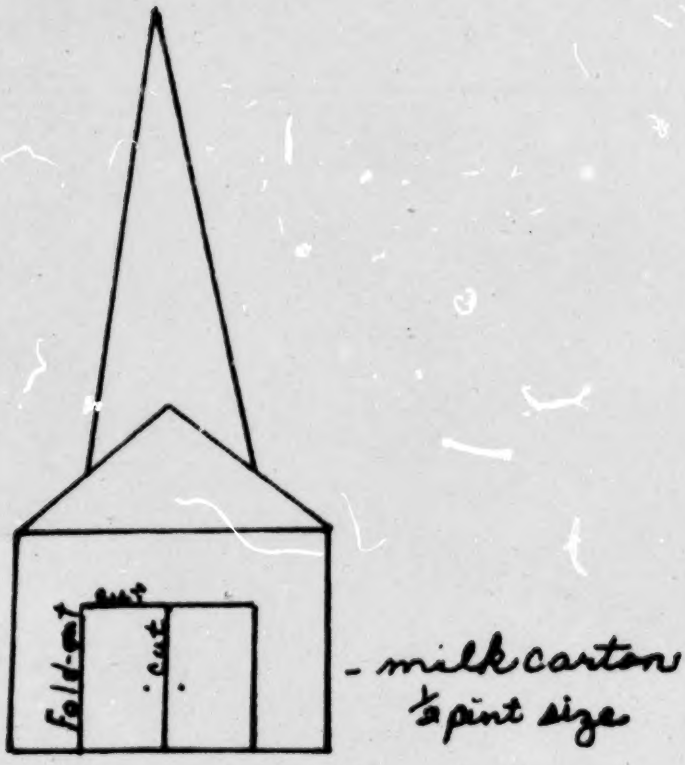
Unscramble the following words:

1. t r s i d t -
2. p o y c -
3. p n p t e i a r c e -
4. n k i -
5. h e m i c n a -
6. p e r d w e n s p -
7. t p d e l -
8. r f o d r a p o e -
9. p t y e -
10. e l l p n i g s -

ONE, TWO, THREE

1. What is your name?
2. What is your age?
3. How tall are you?
4. Do you walk to school?
5. Do you ride the bus to school?
6. How far from school do you live?
7. Do you live with your parents?
8. Does a grandparent live with you?
9. Do you like school?
10. What do you like to do most?
11. What do you <u>not</u> like to do most?
12. What do you do best?
13. What do you fear most?
14. What does responsibility mean to you?
15. Do you like people?
16. Do you like to be alone?
17. Do your classmates like you?
18. Do you think you have the same rights as your classmates?
19. Are you a good winner?
20. Are you a good loser?

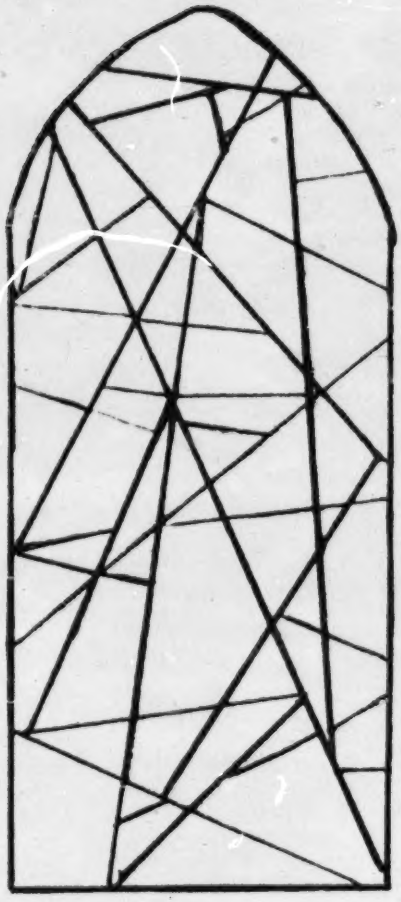
Hitch Your Wagon to a Star



Church

Construct church from ½ pint size milk carton cutting double door in one end for the church entrance. Cut window on each side. Make cone-shaped steeple and glue it to top front of carton. Paint entire carton with tempera -

Hitch Your Wagon to a Star

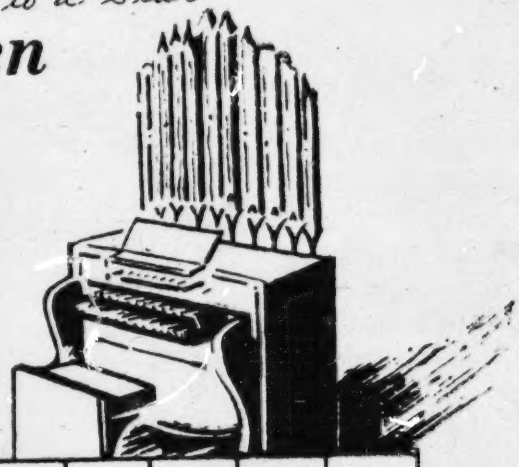


Stained-Glass
Church window

Trace church window on heavy white paper. Fill in stained-glass patterns with crayons, paint, or bits of colored paper (or tissue collage). Outline color with heavy black color.

Hitch Your Wagon to a Star

Churchmen



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e			s											
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								d						
T														

aisle
Bible
bishop

cathedral
elder
God
hymns
minister
nursery

organ
parish
pews
priest
rabbi
reader
songs
Sunday school
synagogue
Torah

Hitch Your Wagon to a Star

FUTURE MISSIONARIES

Youths Learning Building Trades

MELBOURNE, Fla. (AP)—"Get dirty for God—lay a brick" is the message some 500 teen-agers who want to be missionaries overseas are learning this summer at "the Lord's boot camp."

The youths come from all over for the two-week training program, where sponsors say they learn bricklaying, carpentry and other construction trades.

• • •

ROBERT BLAND, DIRECTOR of the nondenominational Teen Mission Camp, says that after a couple of weeks of military-like discipline the youths find the transition to the poverty-stricken regions of Bolivia, Colombia, Haiti, Venezuela and Peru much easier.

"We challenge the kids to 'Get dirty for God,' to really put their faith into action," he says, adding that the young people are taught that their evangelism will be more effective if they put work first and preaching second.

They harden muscles by lugging sandbags, swinging over creeks on ropes and scaling 12-foot walls, and they learn to do without modern home conveniences.

The program started four years ago in Greenfield, Ohio, with 67 youngsters. This summer, the 500 teen-agers in the program come from 47 states, Canada and Mexico.

• • •

BLAND SAYS THE YOUNG missionaries have built more than a dozen churches, youth camps, orphanages and even airstrips to remote regions since the program began in 1971.

Each youth must raise the money for his trip, ranging from $550 to more than $1,000, depending on the air fare to the country where he will work.

Cliff Beckham of San Jose, Calif., who says he is a dropout from the drug scene, adds that he and the other teen-age missionaries are not like members of "Jesus Freak" movements.

"We're not oddballs for Christ," adds another youth, Don Moore of Ottawa, Canada, who will be spending his third missionary summer overseas.

Help Is Near!

The bell rang for afternoon recess. The third grade class was dismissed for their "freeplay" period. As Susan ran to the playground, her foot slipped on a pebble, causing her ankle to turn - she fell. She cried out with pain. Mrs. Brown, the teacher, went for the school nurse.

After examination by the school nurse, it was decided Susan needed emergency care. The ambulance service was called. The ambulance driver and helper carefully placed Susan in the ambulance. Susan was accompanied by her teacher.

With the siren sounding, the ambulance carrying Susan entered the emergency lane at the city hospital. The friendly receptionist greeted Mrs. Brown and took the necessary information needed to admit Susan to the emergency room.

Susan was gently lifted to the examining table where ---

NEXT?

Barbershop on Wheels

1. The most unusual thing about Phil's shop is that it has
   A. windows
   B. wheels
   C. water

2. The inside of the truck has
   A. mirrors on the walls
   B. curtains at the windows
   C. carpeting on the stairs

3. The shop has a
   A. table
   B. sink
   C. stove

4. The shop also has
   A. steam heating
   B. piped-in music
   C. Air conditioning

5. Gas and oil cost Phil about
   A. $2 a day
   B. $50 a week
   C. $150 a month

6. Phil will have the truck paid for in
   A. one year
   B. two years
   C. three years

7. Unlike other barbers, Phil doesn't pay
   A. income tax
   B. union dues
   C. shop rent

8. Phil usually sets up shop in a
   A. different spot each day
   B. big apartment building
   C. school neighborhood

9. Most customers come to Phil's shop because they want to
   A. see it
   B. save time
   C. meet people

10. Boy's like Phil's shop because he
   A. doesn't talk much
   B. gives them a fast haircut
   C. takes them downtown

Next?

Guess What! The Barber is Somebody's Mother!

--Star-Telegram Photos

Marie Wilcox, professional barber who owns a shop in Hurst, trims the hair of her son, Kerbey, 7, as another son, David, 13, observes. Kerbey attends North Richland Hills Elementary and David goes to Watauga Junior High.

Fort Worth Star-Telegram, Sunday May 6, 1973

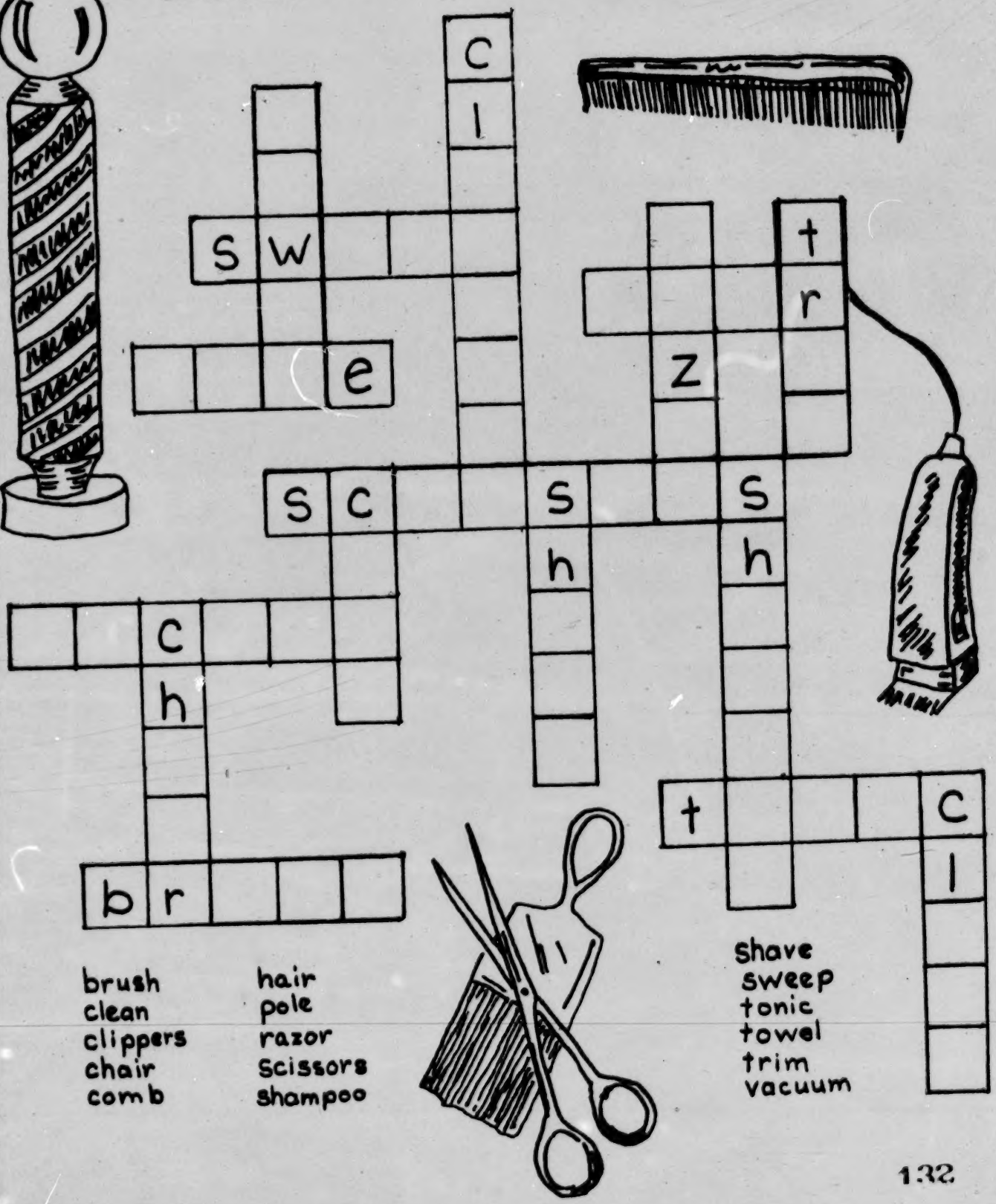
Next?

Next?

Next?

Next ?

Barber



brush
clean
clippers
chair
comb

hair
pole
razor
scissors
shampoo

shave
sweep
tonic
towel
trim
vacuum

Miss Mitchell is a checker at the grocery.

May I Help You, Please?
Turn Test

ALL HELPERS ARE PRODUCERS OF GOODS OR SERVICES.

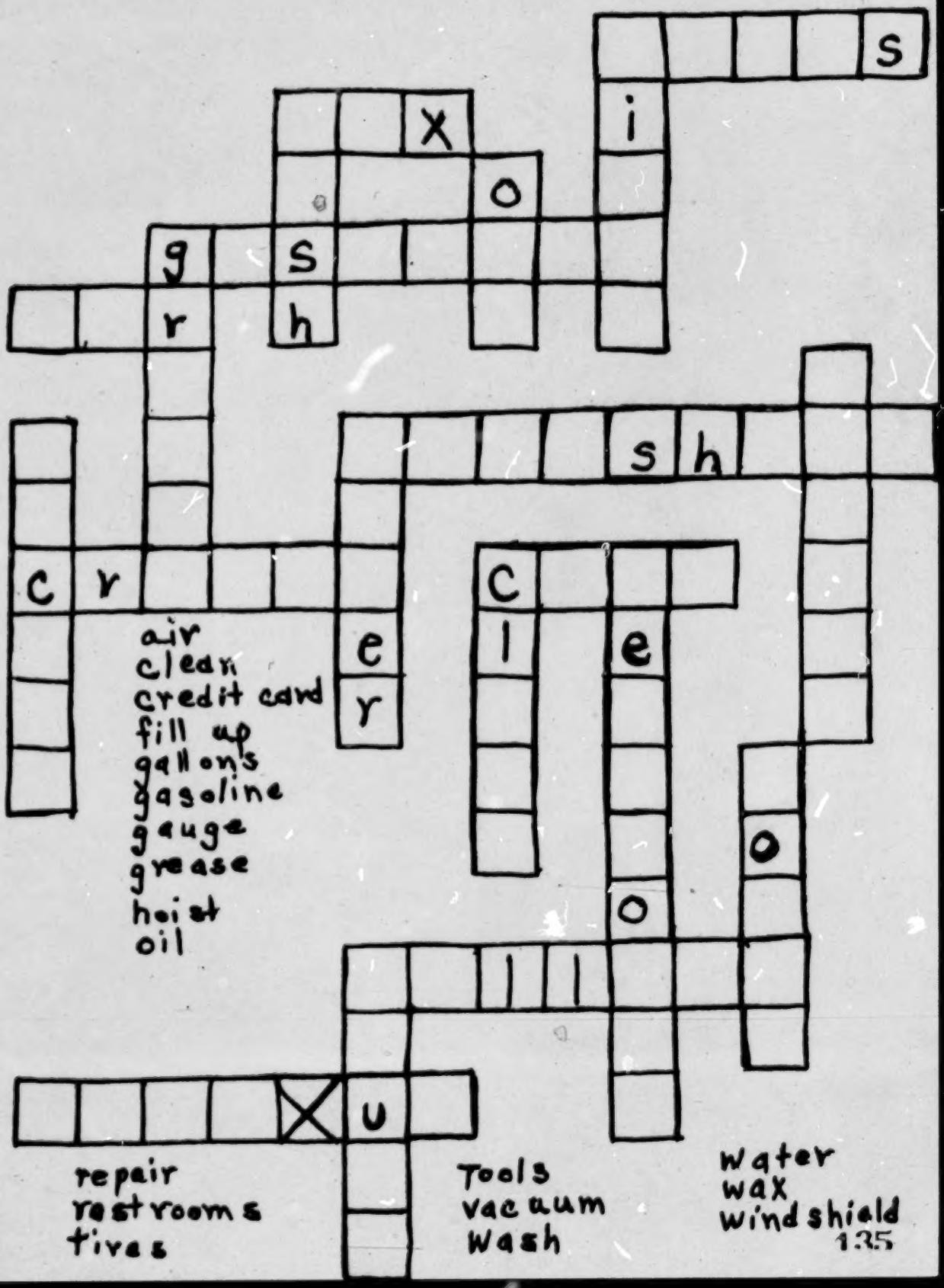
Producers make things or help people.

GOODS are THINGS people use.
SERVICE is work done to HELP people.

On the line before each of these Helpers' names, write 1 if he or she is a producer of goods or 2 if he or she is a producer of services.

____deliveryman	____tailor	____bank teller
____secretary	____barber	____band leader
____artist	____baker	____painter
____postman	____plumber	____doctor
____dentist	____minister	____farmer
____canner	____chef	____checker
____druggist	____nurse	____mechanic
____dairyman	____rancher	____fisherman
____actress	____librarian	____lawyer
____baby sitter	____seamstress	____carpenter
____bricklayer	____shoe salesman	____scientist
____hairdresser	____electrician	____bus driver
____architect	____policeman	____milkman
____baseball player	____airline hostess	____teacher

May I Help You Please
Service Station Attendant



air
clean
credit card
fill up
gallons
gasoline
gauge
grease
hoist
oil

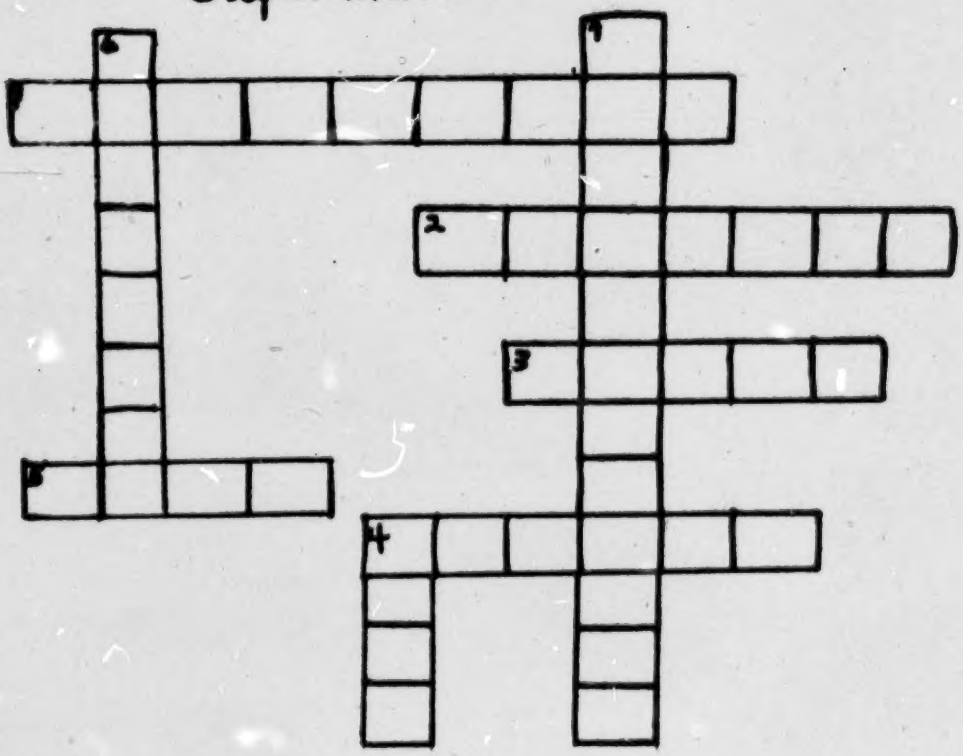
repair
restrooms
tires

Tools
vacuum
wash

water
wax
windshield

May I Help You, Please?

Puzzle-le-do
Supermarket



Across

1. We shop for ____.
2. The products are on ____.
3. Butter is on the ____ counter.
4. Cookies are in the ____.
5. Pork is a kind of ____.

Down

4. You carry groceries in a ____
6. Fruits and vegetables are ____.
7. Fresh peas and corn are ____.

May I Help You, Please?

Food

How do you Know What to charge?
The weather — determines the crop.
bad - high price —— good - low price

Labor — How much do employees make?	Rent — How much for a place to sell?
Transportation — Pay how much to get it delivered?	The Product — What did the super-market pay for it?
Display — Cost of handling food	Advertising — Cost of letting people Know.

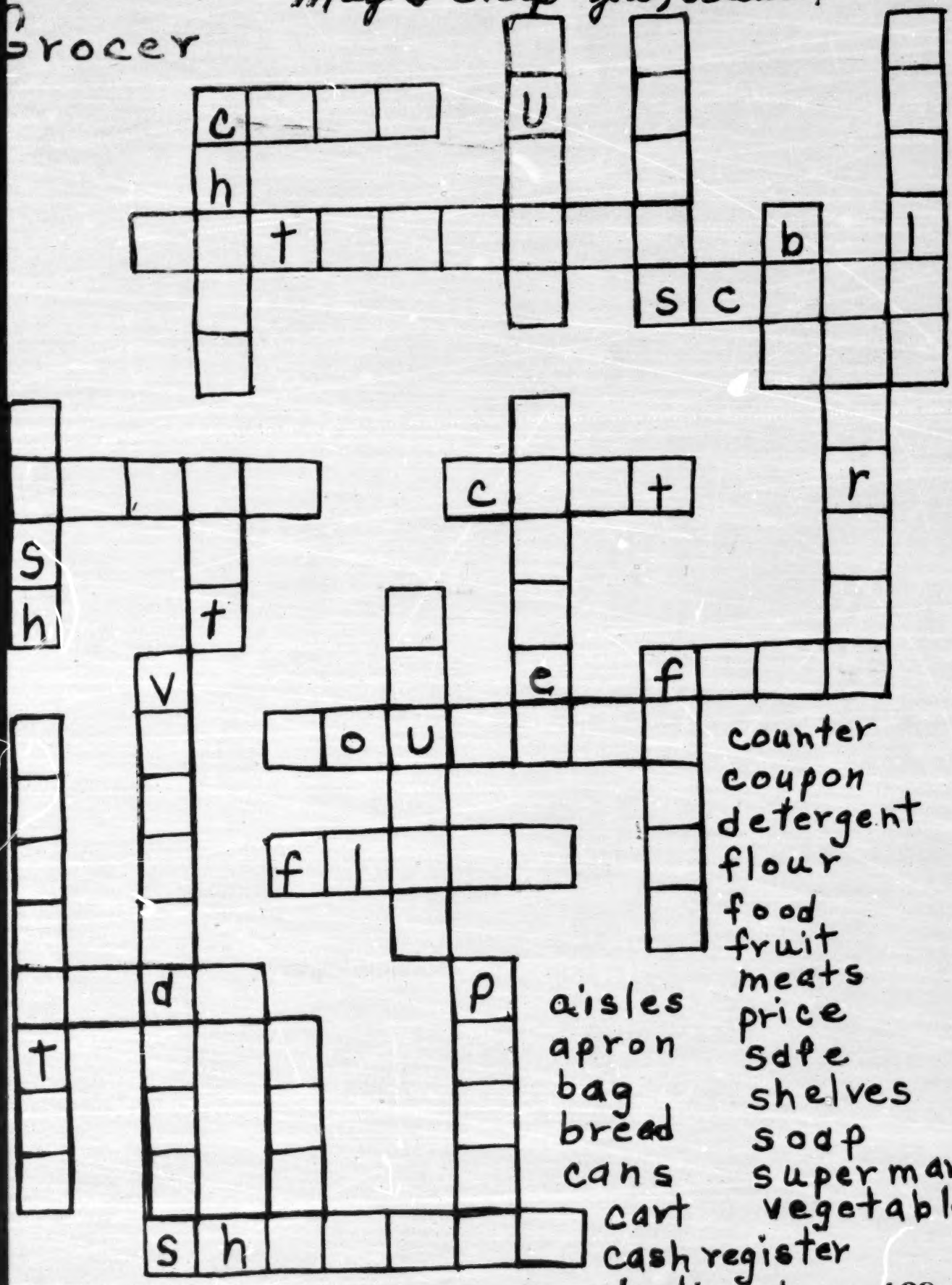
Service Pair Trees

May I Help You, Please?

Free

May I help you, please?

Grocer



counter
coupon
detergent
flour
food
fruit
meats
price
safe
shelves
soap
supermarket
vegetables

aisles
apron
bag
bread
cans
cart
cash register
check out

MAY I HELP YOU, PLEASE?

Try'n Find: Vegetables

The names of vegetables are hidden in the block below.
You can read across or down.

C S Q U A S H A M
E C A B B A G E T
L A G O L A R S U
E R F R O N S E R
R R B E E T S T N
Y O S O M C O L I
O T O M A T O E P
P S O N I O N C S
L E T T U C E A B

RIBBONS TO FOLLOW

Committee Activity Directions

Number 1: Build a path - the first road. In a large box place dirt. Press a path through the center of the dirt. Line the path with real brush and trees (limbs). Scatter small toy animals throughout the vegetation. Place a toy horse and rider in the path.

Number 2: Build a dirt road - the second type. In a large box place dirt. Press a wide opening in the dirt. Line the road with paper houses and buildings and vegetation. Place a covered wagon (toy) on the road. Make a few mud patches in the road to show difficulty in crossing them.

Number 3: Build a corduroy road - the third type. Follow directions for road number 2. Make logs from rolled construction paper or drinking straws to lay "corduroy style" across the mud puddles. Place wagons on this road, also.

Number 4: Build permanent road - modern concrete highway. Make several "concrete" blocks by pouring plaster-of-paris mixture in one-half deep bottom of small milk carton. Let harden, tear box away, place blocks together with strips of modeling clay between each one. Paint center stripes and passing zone stripes. Make appropriate signs for the highway. Place small toy cars, trucks and buses on the highway.

Identify

1. route
2. expand
3. contract
4. corduroy
5. interstate highway
6. clover leaf highway
7. concrete
8. cement
9. traffic sign
10. traffic signal
11. safety sign
12. directional sign
13. toll road
14. electronic road
15. canal road
16. railroad

HELLO! OPERATOR?

Basic Rules for Success

Basic rules, (developed habits) for success in any job are:

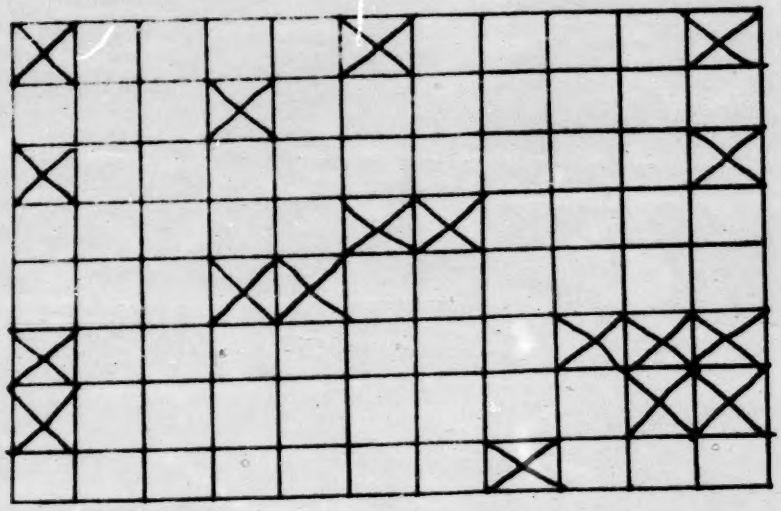
1. Being on time
2. Being reliable
3. Being responsible
4. Having respect for authority
5. Having an inquiring mind

QUESTIONS FOR DISCUSSION

1. What is alphabetizing?
2. How do you look up a telephone number?
3. How do you write down names and numbers for easy reference?
4. How do you use a telephone in an emergency?
5. How do you look up words in a dictionary?
6. How do you look up facts in an encyclopedia?

HELLO! OPERATOR?

Crossword puzzle with words in only one direction.



1. Invented the telephone.
2. Know the number before you _____.
3. Alphabet
4. Police number (local)
5. Telephone book
6. Another word for telephone
7. Busy signal
8. Local area code
9. Kindness
10. In the telephone book you will find names and telephone _____.
11. In case of emergency call_____.
12. Local fire department number.
13. For local information dial (number)____.

HELLO! OPERATOR?

Games

Alphabet Drill

Select a Drill Sergeant. The rest will form a line facing the sergeant and each will hold a local telephone directory. The sergeant will call out a name from the directory and give order to "charge". The first student to find the name in the directory steps forward. He then reads the name, address and number aloud. If correct, he recieves a point; if not, the second one to find it reads---. The one receiving the most points at the end of a "certain" number of names wins.

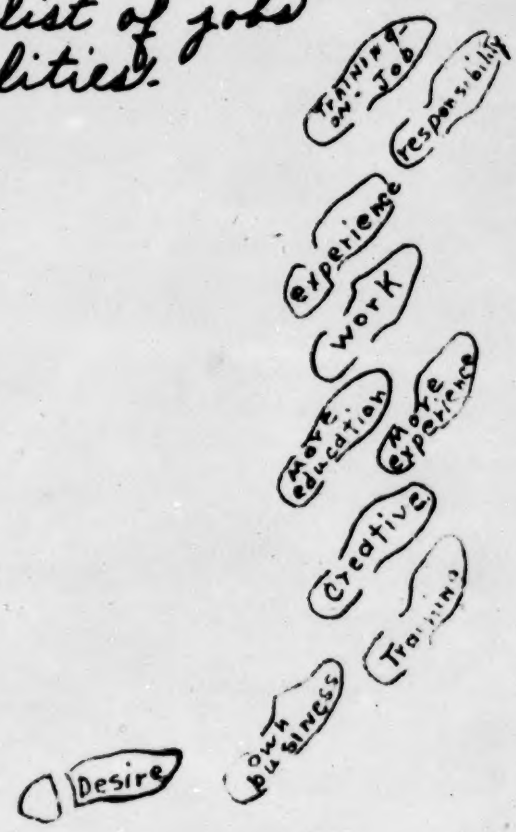
Password

Two groups are formed and each selects a leader. The two leaders agree privately on a word learned from the unit. Alternately each leader gives his group a clue to help them discover the word. The group that guesses first wins the round. Score for round depends on number of clues needed. First clue score is 10, dimenishing one point with each clue given.

Looking the Soil Matching Game

Draw lines from the list of jobs to the necessary job qualities.

Owner or superintendent
Greenskeeper I
Landscape Gardner
Greenskeeper II
Laborer, nursery
Groundskeeper
Laborer, landscape
Gardner



TOILING THE SOIL

"The Three Trees"

BIG TREE - Drop a large rock into a metal wastebasket or large can.

MIDDLE-SIZED TREE - Drop a medium-sized rock into a metal wastebasket or can.

BABY TREE - Drop a small pebble into a metal wastebasket or large can.

BABBLING BROOK - Pour water from a plastic bottle into a bucket.

RABBIT - Hop in and around trees.

GUN - Shout bang.

HUNTERS - Shout bang.

Once upon a time in the deep, dark woods there stood three trees - the BIG TREE - (plunk), the MIDDLE-SIZED TREE (plink) and the wee BABY TREE (pink) - and through the trees ran the BABBLING BROOK (gurgle-gurgle) and hopped the little RABBIT (clippety-clip).

One day a group of HUNTERS (bugle call) came into the forest where stood the three trees - the BIG TREE (plunk), the MIDDLE-SIZED TREE (plink), and the little BABY TREE (pink) - and through the trees ran the BABBLING BROOK (gurgle-gurgle) and hopped the little RABBIT (clippety-clip).

As the HUNTERS (bugle call) wandered through the forest, in which stood the three trees - the BIG TREE (plunk), the MIDDLE-SIZED TREE (plink), and the little BABY TREE (pink), and through which ran the BABBLING BROOK (gurgle-gurgle) and hopped the little RABBIT (clippety-clip) - one of the HUNTERS (bugle call) spied the little RABBIT (clippety-clip). He raised his GUN (bang) at the little RABBIT (clippety-clip), and sadness reigned in the forest, in which stood the three trees - the BIG TREE (plunk), the MIDDLE-SIZED TREE (plink)

and the little BABY TREE (pink) - and through which ran the BABBLING BROOK (gurgle-gurgle), but no longer hopped the little RABBIT (Clippety-clip).

The BIG TREE (plunk), the MIDDLE-SIZED TREE (plink), and the little BABY TREE (pink) were all very sad. Even the BABBLIN G BROOK (gurgle-gurgle) was sad. But all of a sudden, out from the thicket hopped the little RABBIT (clippety-clip). The HUNTERS (bugle call) GUN (bang) had missed.

And once again happiness reigned in the forest where lived the three trees - the BIG TREE (plunk), the MIDDLE-SIZED TREE (plink), and the little BABY TREE (pink), and through which ran the BABBLING BROOK (gurgle-gurgle) and hopped the little RABBIT (clippety-clip).

TOILING THE SOIL

"Arbor Day"

ACT 1

Place: The woods Time: The day before Arbor Day

The big trees stand close around the little maples.

Little Maple - Make room for me! Make room for me! I want to grow.
Oak - Oh, stop, Little Maple! You are crowding me!
Pine - Oh, stop, Little Maple! You are pushing me!
Elm - Oh, stop, Little Maple! You are sticking into me!
Little Maple - What shall I do! I have no room to grow.

The wind passes by.

The Wind - Hoo-oo! Hoo-oo!

The trees bow down.

Oak - Oh, Wind! Tell us what you have seen today.

The wind moves in and out among the trees.

The Wind - I saw a nurseryman coming this way. Hoo-oo! He is coming to get a tree. hoo-oo!

All the Trees- A Tree! What for?
The Wind - For the children to plant near their school. Don't you know what day tomorrow is? Hoo-oo!

The trees shake their heads, no.

The Wind - Hoo-oo! Hoo-oo! Tomorrow is Arbor Day!

The wind passes out.

Elm - I wonder which tree he will take.
Oak - I hope he won't take me. I am too old to move.
Pine - I hope he won't take me. I am too big to dig up.
Little Maple - Oh, how I wish he would take me!

The Nurseryman comes in.

Nurseryman - Ah! Here are some nice trees. Let me see! Will this oak do? No. It is too old. Will this pine do? No. It is too big. So is this elm. But what is this in the middle? A little maple! Just the thing! I'll dig it up and send it to the school for Arbor Day.

He digs it up.

Little Maple - Oh! Oh! He's digging me up. I'm going to move. I'm going to live near a school. Good-by, Elm! Good-by, Oak! Good-by, Pine! I shall not crowd you any more.

All the Trees- Good-by, Little Maple!

The Nurseryman carries off the little maple. The Wind comes back.

The Wind - Hoo-oo! Hoo-oo!

The trees bow down.

Elm - Oh, Wind! The nurseryman has carried off the little maple.

Wind - I'll blow that way and see what happens to her. Hoo-oo! Here I go. Hoo-oo!

ACT II

Place: A school yard Time: Arbor Day

A boy is digging a hole.

The Big Boy - There must be plenty of room for the roots. There! I think the hole is deep enough.

He brings in the little maple and sets it in the hole.

The Big Boy - Now I'll go and tell the teacher that everything is ready.

He goes out.

Little Maple - What a nice place! Plenty of room for me here! I wonder what the children will say to me. I hope they will like me.

The children come marching in.

The Children (singing) - Hail, young tree! Long may you stand!
We children come with song and cheer,
On Arbor Day to plant you here,
To live and grow for many a year,
And bless our land.

The Big Boy puts some soil on the roots.

The Big Boy - Now the soil we spread, on the roots below.
In their earthy bed, deeply may they grown,
And reading far and clinging fast
Uphold the tree in every blast!

A little boy puts some soil on the roots.

Little Boy - Blessings on you, little tree!
You are little now, like me.
I'll grow maybe six feet high,
You will reach up towards the sky,
And still be growing when I die,
And other children passing by
Your pretty leaves will see!

A big girl puts some soil on the roots.

The Big Girl - May the tree we plant today
Be large and straight and strong.
May its branches shade the way
For all who come along;
And where the leaves grow thick and green,
May the birds fly in between
And perch and sing their song.

A very little girl puts some soil on the roots.

Little Girl - I hope you will be
A beautiful tree.

Several other children put on the rest of the soil.

All Children - Here we plant a maple tree. We promise to watch over it and take care of it. God bless our tree.

All the children sing "America". The Wind comes in.

The Wind - Are you happy now, Little Maple?
Little Maple - Yes, yes. Tell the other trees how happy I am, and give them my love.
The Wind - I will. Now watch me blow these children as I go.

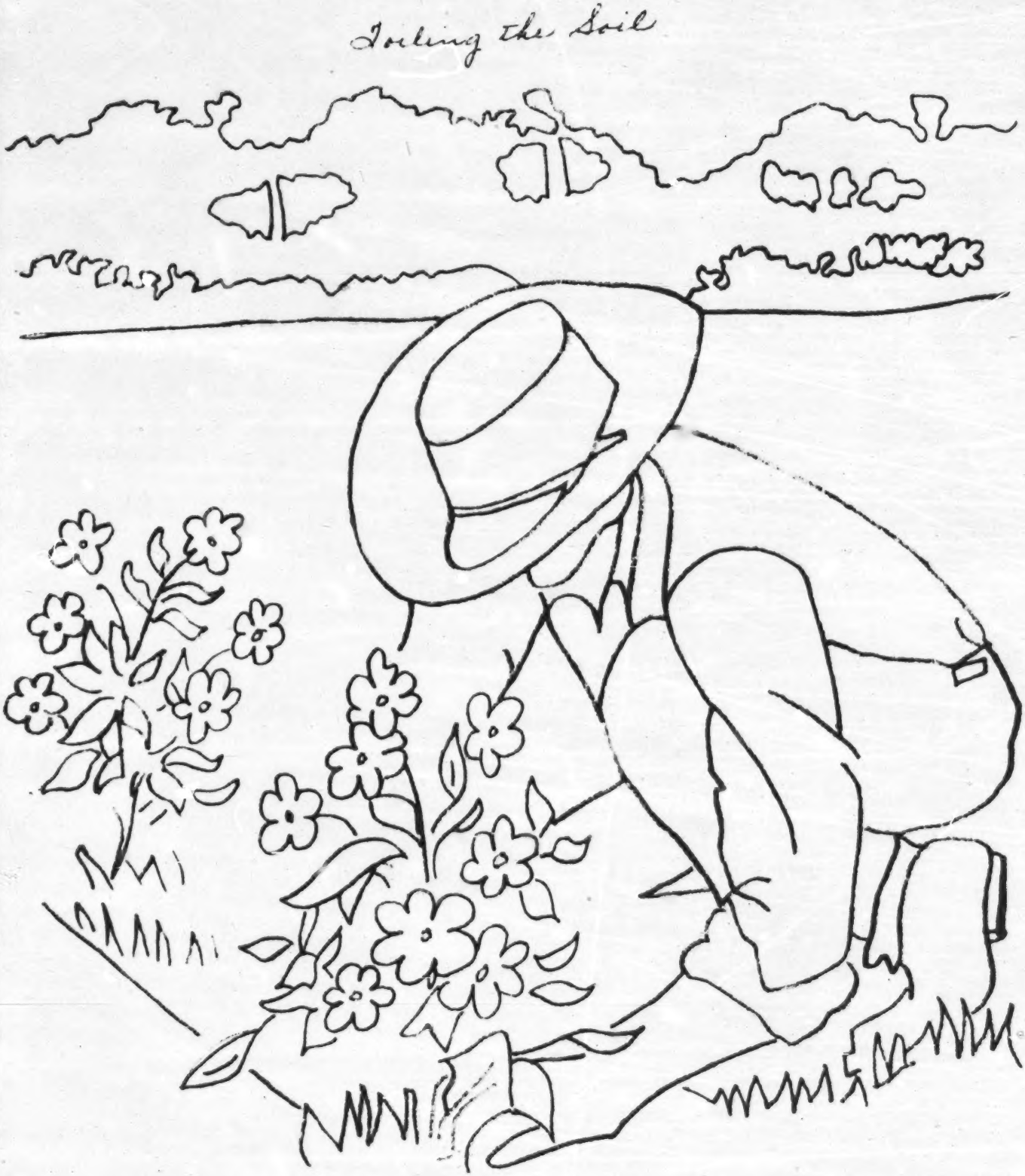
The Wind goes about among the children.

The Wind - Hoo-oo-oo-oo!

The children shiver.

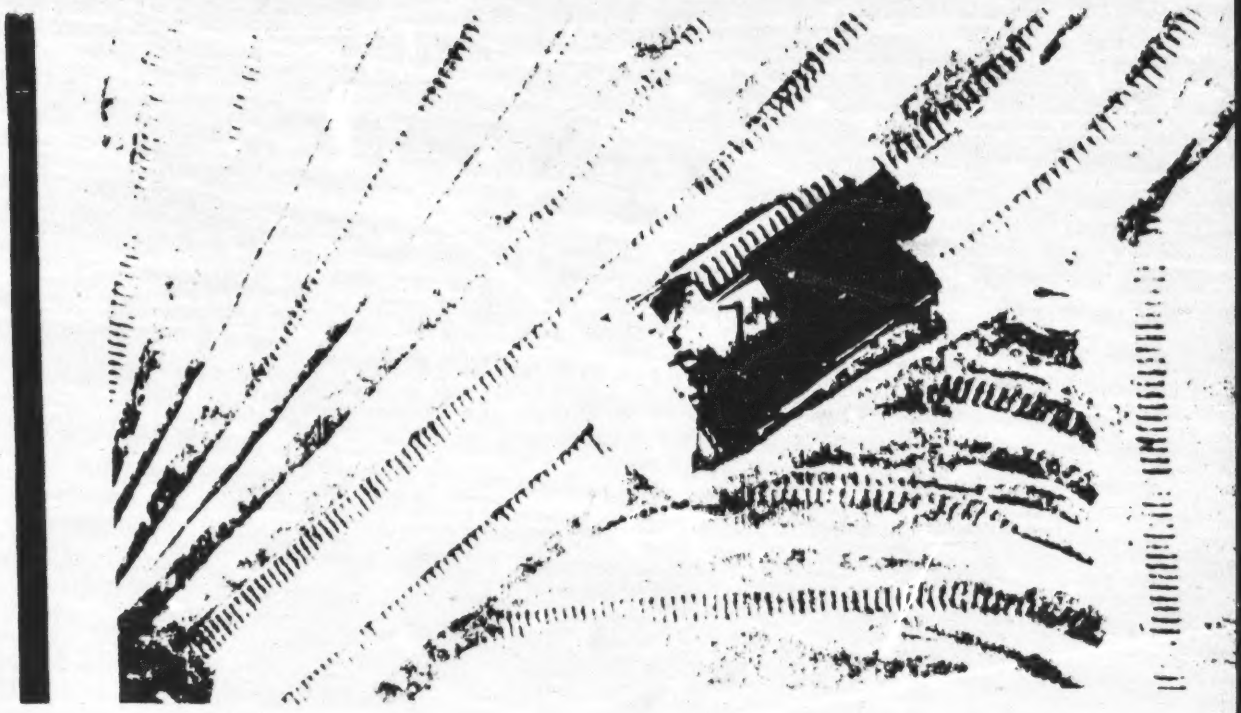
The Teacher - Why, how windy it is getting! Come children, we must go in.

All go away but the Little Maple Tree.



Nurseryman

Blood, Sweat and Tears



Write a story about what you see in this picture.

Blood, Sweat and Tears

Enlarge this map from the overhead projector on poster board. Cover it with a mixture of ½ salt to ½ flour and enough water to make it of paste consistency- Add food coloring, if desired. This experiment can project the idea of how much salt is in the oceans.

"MAKING IT" BIG
"Baseball"

DIRECTIONS: Circle the letter - A, B, C, D - which you think is the correct answer.

1. Who is the head coach of a baseball team?
   A. pitching coach
   B. infield coach
   C. usher
   D. manager

2. What must an umpire be able to do?
   A. decide how many people will attend the game
   B. make right decisions quickly
   C. be a good reporter
   D. help people find their mistakes

3. Whose job is it to see the players are fit and healthy?
   A. trainer
   B. concessions manager
   C. equipment manager
   D. broadcaster

4. Who is responsible for keeping the playing area in good condition?
   A. ticket manager
   B. ground keeper
   C. traveling secretary
   D. players

5. Who makes arrangements for airline tickets and hotel accomodations for the team when they are playing out of town?
   A. public relations directions
   B. farm department scout
   C. traveling secretary
   D. ticket manager

6. Who directs the entire operation of a major-league baseball team?
   A. team manager
   B. ticket manager
   C. concessions manager
   D. general manager

ANSWER KEY:
1. D
2. B
3. A
4. B
5. C
6. D

"MAKING IT BIG"
"Hockey"

DIRECTIONS: Circle the letter - A, B, C, D - which you think is the correct answer.

1. Who decides which team members will play in a hockey game?
   A. player
   B. promotion director
   C. secretary
   D. coach

2. What does the referee do?
   A. greets people who come to hockey club office
   B. keeps the team in good physical condition
   C. makes sure that the players follow the rules of the game
   D. orders food that is sold at the game

3. Who is in charge of all the activity going on in the building during a hockey game?
   A. maintenance mechanic
   B. operation manager
   C. engineer
   D. trainer

4. Who looks for new players for the team?
   A. goal judge
   B. scorekeeper
   C. scout
   D. receptionist

5. Who is in charge of the hockey club's money?
   A. controller
   B. concessions manager
   C. secretary
   D. referee

6. What is the concession manager's responsibility?
   A. to make sure that the community knows about the hockey team
   B. to determine whether other players assisted the player making a goal
   C. to order refreshments that will be sold during the game
   D. to determine whether the hockey puck crossed the goal line

ANSWER KEY:
1. D
1. C
3. B
4. C
5. A
6. C

"MAKING IT" BIG

Book List for Baseball and Hockey

These are all found in the T.W. Stanley Library with a likely possibility that they are in all Weatherford Elementary Schools.

Champions At Bat
Ann Finlayson,
Garrard

Great Baseball Pitchers
Jim Brosman,
Random House

Three Great Pitchers on the Mound
Red Reeder,
Garrard

Babe Ruth, Baseball Boy
Guernsey Van Riper,
Bobbs-Merrill

Breakthrough to the Big League
Jackie Robinson,
Harper-Row

Be a Winner in Baseball
Charles Coombs,
Morrow

Thirty-One and Six, Story of Denny McLain
Robert B. Jackson,
Walck

Roy Campanella; A Man of Courage
Gene Schoor,
Putnam

Lou Gehrig, Boy of the Sand Lots
Guernsey Van Riper,
Bobbs-Merrill

Lou Gehrig, Iron Man of Baseball
Willard Luce,
Gerrard

Lou Gehrig, a Quiet Hero
Frank Graham,
E.M. Hole and Co.

The Story of Ty Cobb
Gene Schoor,
Messner

Baseball (How to Play)
M.G. Bonner,
Knopf

The Pee Wee Reese Story
Gene Schoor,
Putnam

Casey Stengal
Gene Schoor,
Messner

Little League Books:

Little League Amigo
Curtis Bishop,
Lippincott

Little League Stepson
Curtis Bishop,
Lippincott

The Baseball Trick
Scott Corbett,
Little

Little League Heroes
Curtis Bishop,
Lippincott

Little League Visitor
Curtis Bishop,
Lippincott

Hockey Wingman
Andy O'Brien,
Norton

The Year Mon Won the Pennant
Matt Christopher,
Caddell

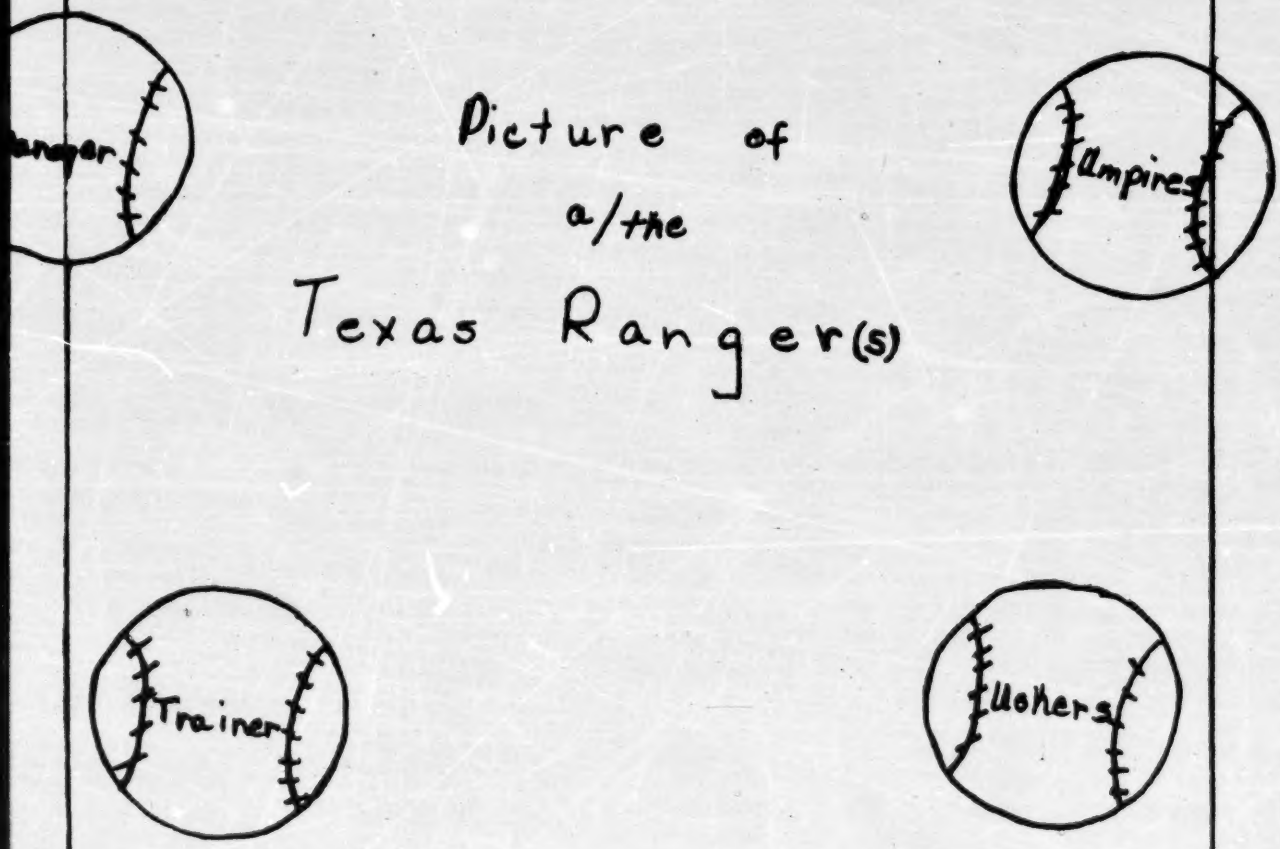
Baseball for Young Champions
Robert J. Antonacci,
McGraw

Bulletin Board Idea for Baseball

Don't Strike Out on Your

Chance to Hit a Home

Run for _ _ _ _



Picture of

a/the

Texas Ranger(s)

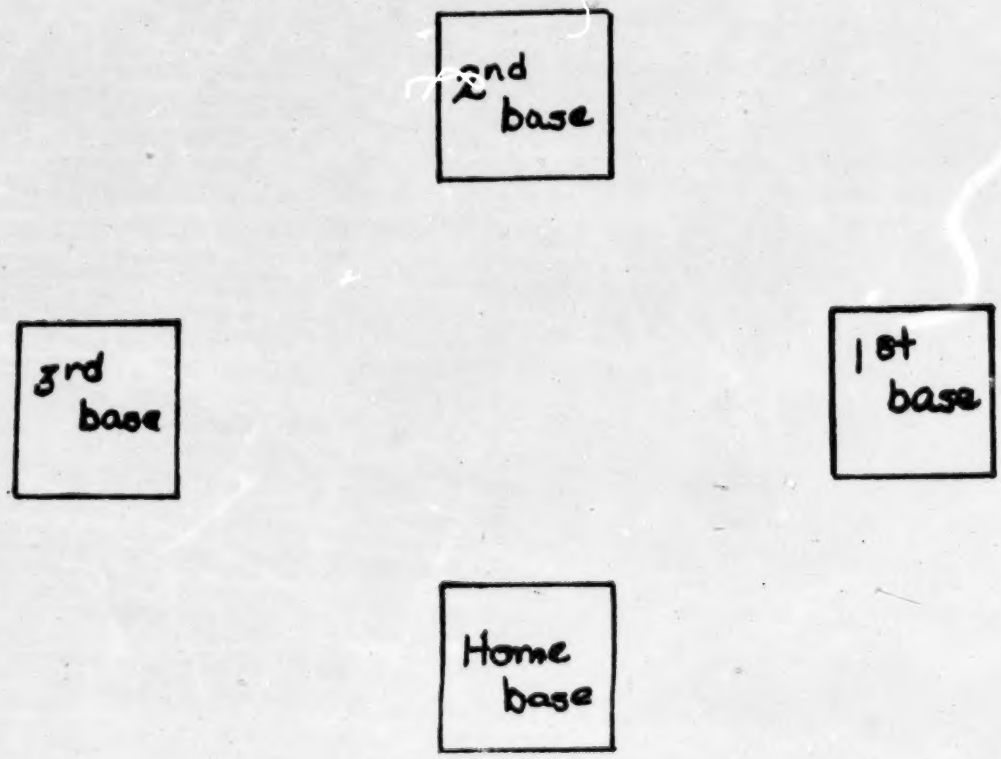
Make additional baseballs for the remaining "people behind-the-scene" for display.

"MAKING IT" BIG
Spelling Baseball

Purpose: Word drill

Players: Two teams (divide class into two teams)

Materials: Draw a diagram of a baseball diamond on the floor with chalk



DIRECTIONS: The first batter of Team A is given a word to spell. If he misses the correct spelling he makes an out. If he spells it correctly, he moves to first base. Another moves to home base and is given a word. With each correctly spelled word the runners move to the next base. When each runner is moved completely around the bases, he scores a run for his team. Three misspelled words equal three outs and the side retires. Team B comes to (bat) spell.

The team with the most runs from spelling is the winner.